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ABSTRACT

Evaluation questionnaires were administered to more than 92 percent of the professional staff associated with the Knox County Extended School Year (ESY) Program during the summer and fall of 1974 and to more than half of the students enrolled in the summer quinmester, along with a random sample of 10 percent of the students enrolled in October 1974. Interviews were conducted with a small sample of teachers at each ESY school to verify findings. More than two-thirds of the primary, middle, and high school student respondents liked the ESY program. The most favorable attitudes were expressed by summer quinmester and primary-level students. Majorities of teachers at all levels favored ESY; however, approval was much greater among those who were involved in formulating objectives and writing curriculum modules. Teachers not involved in the curriculum development considered their initial orientation insufficient and their understanding of program objectives somewhat inadequate. Administrators and supervisors expressed a feeling of achievement and satisfaction from their work. A sampling of voter opinion in the community indicated that the program of general information concerning ESY was very effective. (Author/IRT)

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EVALUATION OF THE KNOX COUNTY EXTENDED SCHOOL YEAR PROGRAM
1974-75

Prepared for

KNOX COUNTY SCHOOLS

Knoxville, Tennessee

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EVALUATION OF THE KNOX COUNTY EXTENDED SCHOOL YEAR PROGRAM
SUMMARY AND RECOMMENDATIONS

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Summary

Evaluation of the Knox County Extended School Year Program (ESY) is a team effort involving ten University of Tennessee faculty members. Questionnaires developed by this team were administered to (1) more than 92 percent of the professional staff associated with ESY during the summer and fall of 1974, and (2) more than half of those students enrolled in the Summer quinmester, along with a random sample of ten percent of the students enrolled in October 1974. Interviews were conducted with a small sample of teachers at each ESY school to verify findings.

More than two-thirds of the primary, middle, and high school student respondents liked the ESY Program. The most favorable attitudes (approval rates of more than 90%) were expressed by Summer quinmester and primary level students.

Majorities of teachers at all levels favored ESY; however, approval was much greater among those who were involved in formulating objectives and writing curriculum modules. Specifically, teachers were supportive of the new curriculum goals and objectives, and approved of most aspects of the modules they had used. Almost 90% felt that the brief time available for making ESY operational had created significant problems; time was insufficient for adequate involvement and orientation of students, parents, the community and some teachers.

While administrators and supervisors expressed a feeling of achievement and satisfaction from their work in ESY, teachers apparently had not experienced the same level of satisfaction. To date there has not been a highly structured professional development program for the total ESY faculty. Teachers involved in planning the new curriculum have a commitment and tend to view ESY favorably; teachers not so involved consider their initial orientation insufficient and their understanding of program objectives somewhat inadequate.

The Summer 1974 enrollment of 13% of students in the ESY schools permitted reductions of 1 to 5% in enrollments in subsequent quinmesters during 1974-75. Increasing summer enrollment will allow for further relief from overcrowding in the coming years.

A sampling of voter opinion in the Cedar Bluff and Halls communities indicated that the program of general information concerning ESY has been very effective. Approximately 70 percent of the respondents knew about ESY; 75 percent registered approval of a number of specific aspects of the program.

ESY appears to be applicable at all levels--primary, middle, and secondary. According to the teachers, the new curriculum seems to offer advantages over the curriculum of previous years in fostering student development of creative abilities, self-direction, and the desire to learn.

Recommendations

In summary, a remarkable amount of work has been accomplished in a short time by the Knox County staff. The brief preparation period created some problems in the areas of staff morale, due to lack of involvement of some; and staff orientation, due to the lack of a structured professional development program. During the second year there exists a danger that the momentum established in the first year of the program will subside. To maintain the momentum, and to help correct the problems just mentioned, the following critical activities are recommended:

** sharing of system-wide objectives for ESY with faculties, who can then participate in an information program for students and parents

** extensive involvement of teachers in curriculum module revision

** involvement of faculties in planning an intensive professional development program focusing particularly on individualization of instruction and analysis of the usage of curriculum modules

ACKNOWLEDGEMENTS

The progress of this evaluation has been assisted greatly by the splendid cooperation of the administration of the Knox County Schools, both at the central office and in the five ESY schools. Special thanks are due the teachers who have taken the time to complete survey instruments themselves and to have their students do the same.

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SECTION I.

THE SETTING FOR THE KNOX COUNTY EXTENDED SCHOOL YEAR PROGRAM

West Knox County

The Farragut High school attendance zone, which includes the five schools trying out the Extended School Year Program, is located in West Knox County, an area which is growing faster than any other part of the county. The Knox County Metropolitan Planning Commission (MPC) has reported that between 1960 and 1970 its West Knox Study Area, which includes the Farragut High school attendance zone, experienced a growth rate of 80.1 percent and this accounted for 77 percent of the total population gain for Knox County (MPC, "West Knox Data Base"). According to the MPC the West Knox Study Area will continue to have a high growth rate because the availability of prime developable land makes possible continuing increases in retail-commercial-industrial activity in the area, and because significant improvements in existing public services and facilities have been programmed for the area. The Study Area is expected to grow at the rate of 5 percent or more each year compared with an estimated rate of 1.8 percent for Knox County as a whole.

The average number of persons per household in the census tracts included in the Farragut High School attendance zone is 3.44, higher than the 3.01 persons per household in all Knox County, 3.15 in Tennessee, and 3.17 in the United States as a whole. In 1970 prevalence of single family dwellings and relative scarcity of high density housing in the area produced unusually high percentages of young adults (25-44) and children (14 and under). These facts, coupled with the area's high growth rate, explain the concern of the Knox County School administration with alternatives, such as the extended school year, designed to meet the educational needs of a mushrooming school age population.

Futher demographic information may serve to characterize more fully the area in which the Extended School Year Program is being tried. The average family in West Knox County has not only more children, but also more education and a considerably higher income than the average family in Knox County, in Tennessee, or in the nation. The median for years of schooling in 1970 was 12.8 in West Knox County, 12.0 in Knox County as a whole, 10.8 in Tennessee, and 12.1 in the U.S. In 1970 the median family income in the West Knox Study Area was $11,433. This may be compared with $8,195 for Knox County, $7,447 for Tennessee, and $9,310 for the nation.

The West Knox Study Area has a much smaller proportion of families with incomes of less than $10,000 than does Knox County as a whole. The 1970 census showed that only 1 percent of West Knox County residents were non-white. This percentage for Knox County was 8.4 and for the U.S. 11 (MPC, "West Knox Plan"). In 1970 most of the West Knox County residents who were employed worked within the Knoxville city limits: 65% in Knoxville, 13% in Knox County (outside the city limits), 9% in Anderson County, and 1% in Blount County. Principal sources of employment in these areas include wholesale and retail trade; federal, state, and local government; services; manufacturing of such durable goods as primary and fabricated metals, electrical and transportation equipment and scientific and control instruments; and manufacturing of such non-durable goods as chemicals, paper, products of petroleum, coal and leather; apparel; food products; and textiles (Tennessee Department of Employment Security statistics, 1975).

Physical Facilities at the Five ESY Schools

Physical facilities at the five schools involved in the Extended School Year Program (ESY) are relatively modern. Farragut Middle School is housed in a building constructed in 1948, with additions in 1955 and 1961. According to State standards this school is located on a site that is too small for the number of students enrolled, but it has a cafeteria, a library and a multi-purpose area for use as auditorium/gymnasium. Farragut High School was constructed in 1958 with an addition in 1965. The high school site size is considered adequate and the building has cafeteria, library, gymnasium, and auditorium facilities. Cedar Bluff Middle School was built in 1965 on a site of adequate size, and has facilities for library and gymnasium but not for cafeteria or auditorium. Cedar Bluff Primary School opened in 1971 on a site that is nearly twice the size of the State minimum for a primary school with its enrollment. CBP has a cafeteria, library, auditorium, and gymnasium. Farragut Primary School opened in 1972. The site size is adequate but the school has no auxiliary facilities for cafeteria, library, auditorium or gymnasium.

Attendance in the first summer quinmester was not sufficient to alleviate significantly the overcrowding at several of the ESY schools in September 1974. A number of temporary classrooms have been added to existing permanent facilities to accommodate the overflow, but the enrollment at Farragut High School was almost twice the capacity in permanent standard classrooms. The enrollment of almost 1300 at Cedar Bluff Middle School exceeded capacity by approximately 200 students; Farragut Middle School was also overcrowded. Cedar Bluff and Farragut Primary schools operated in the fall of 1974 at better than 90 percent of capacity.

Organization of Instruction in the ESY Schools

The Primary Schools

Instructional organization plans have been provided by the principals of Cedar Bluff Primary (CBP) and Farragut Primary (FP) schools. CBP houses students in grades K-4; FP includes grades K-3.

Double shift kindergartens at the two schools utilize flexible scheduling and include small group academic instruction; individual and group activities in art, music, language arts, and mathematics; and outside play.

For grades 1-4 at CBP and 1-3 at FP flexible scheduling is employed, with the largest block of time (approximately 2 hours) reserved for language arts, i.e., reading, writing, spelling, and some English grammer. Mathematics is scheduled for approximately one hour each day. Blocks of time for social studies, science, and health and safety are part of each week's schedule. At least once a week each student receives instruction in art and music from specialists in these areas, but art and music activities are woven into the curriculum by the other teachers as well. Physical education, whether taught by a specialist or by classroom teachers, is a part of each day's schedule.

Both primary schools offer an individualized program with continuous progress for each student. Students are divided into multi-aged groups based on level of achievement in reading, mathematics, etc. Use of the Developmental Learning Program in Language Arts and the Mathematics Continuum facilitates individualization of instruction in these areas; records of progress in acquiring these skills are maintained for each child. Content in science, social studies, and health and safety is given direction by the ESY curriculum modules.

Teams of teachers cooperatively plan and implement the instructional program at both primary schools. At CBP teams consist of four teachers with each member assigned to a subject area (the teacher serves also as a member of a staff-wide committee in her subject). A team chairman assumes administrative responsibilities, and all team chairmen meet together periodically as a staff advisory committee.

Prior to the beginning of ESY Farragut Primary School utilized multiaged teams in a non-graded approach. To facilitate use of the ESY curriculum modules all teams except one 2-3 combination are now graded. There are ten teams of two teachers each in grades 1-3. Two first grade teams interteam for afternoon activities, and all first grade teams interteam for mathematics instruction.

Both schools utilize a variety of personnel to assist in the instructional program: student peers when appropriate, aides, student teachers, mothers of pupils, and resource persons from the community--especially from the University of Tennessee. At FP a school aide works with each team one day a week, and an aide from U.T. helps two hours per week. Mothers are utilized as tutors, and in the library and teachers' workroom to provide materials for further individualization. Supplemental learning materials include records, cassette tapes, films and film strips, charts, maps, globes, etc. Learning centers are used extensively.

Innovations being tried by some teachers in the primary schools include performance contracting, use of praise in behavioral modification, language experience for non-readers or beginning readers, independent study for bright students, and extensive use of learning centers. Both schools use field trips as a means of enriching educational experience.

The Middle Schools

Information on instructional programming at Cedar Bluff Middle School (CBM) and Farragut Middle School (FM) was prepared by the Knox County Middle School Supervisor. Grades 5-8 are housed at CBM; while FM contains grades 4-8.

Teachers and students have a great deal of flexibility in planning the middle school schedule. Groups of students are assigned to 3- and 4-teacher teams and each team divides the school day into blocks of time for language arts, mathematics, social studies, and science. The master schedule for the school provides one or more large blocks of time per day as well as scheduling for art, music, physical education, and lunch. Frequency of classes in art, music, and physical education varies depending on class size and number of specialists available in these areas, but each middle school youngster has at least 40 minutes of instruction per week in art and music, and at least an hour of physical education (in two or more sessions) each week.

Heterogeneous grouping of students is utilized in the team structure at both middle schools. Four-teacher teams are responsible for approximately 140 students each; three-teacher teams have somewhat smaller groups. Non-grading is attempted by integrating in each team approximately equal numbers of students in two age or grade levels. At CBM teams consist of combinations of fifth and sixth graders or of seventh and eighth graders. At FM the multi-aged teams contain grades 4 and 5 and grades 7 and 8. Here the sixth grade teams function independently due to size of the school and available teaching spaces.

Direction for instruction in mathematics and reading at the middle schools is provided by skills continua. A check list is available for recording the progress of each student toward the achievement of sequential skills in these areas. ISCS science is utilized in grades 7-8 at FM. A new language arts curriculum entitled INTERACTION is being tried by all teams in grades 4-5 and 6 at FM and by two teams in grades 5-6 at CBM. Both middle schools utilize several textbooks in every subject area, supplemented by additional resource materials.

With just two exceptions, every teacher of language arts, mathematics, social studies, and science at CBM and FM is a member of a team. This structure provides the middle school student with the security of a self-contained classroom and the competence of subject matter specialists.

Farragut High School

Information on instructional programming at Farragut High School (FH) was developed by the Director of Academic Affairs at the school. Scheduling at FH, which contains grades 9-12, is based on division of the school day into six 55-minute periods. The fourth period is actually a double period with half of the time alloted for lunch, the other half for a class. (In a few cases this has enabled students to schedule a total of seven classes in a day.) Some students have been allowed to contract on an individual basis for classwork done outside the regular classroom setting, but still during one of the regular scheduled school periods.

Some degree of homogeneous grouping of students is utilized at FH. At each grade level there are "basic" and "standard" groups. Students in the basic group appear to lack the basic skills necessary for pursuit of the academic curriculum at the standard level. Students in the standard group are expected to fulfill academic expectations at an "average" level or above.

Most classes at FH are conducted on a grade level basis, but a few classes may contain students classified at two or more grade levels. The latter include social studies, math, science, business, art, music, home economics, foreign languages, and the 11th-12th grade English elective program.

FH utilizes a departmental plan of organization, with very little team teaching. All classes meet for a single period five times a week, with the exception of Vocational Office Education which consists of a three-period block.

Prior to the initiation of ESY there had been no school-wide emphasis on attempts to individualize instruction at FH. However, placement of students in "basic" and "standard" groups was aimed at improving the match between student capabilities and staff expectations. Some teachers had tried to individualize learning opportunities in their own classes, and a few students had contracted for a course of study on an individual basis.

A major goal of the ESY curriculum is individualization, and the new curriculum modules contain provisions for varying learning activities for students achieving at different levels. Better than two-thirds of the FH faculty have reported that they are utilizing the ESY modules, so to the extent that the modules provide adequately for differential learning experiences, steps toward the goal of individualization are being made at the high school.

The use of field trips, resource persons from the community, and audio-visual equipment to enrich the classroom experience at FH has been encouraged by administrators, but left entirely to the discretion of each teacher. The school has a supply of audiovisual equipment but no attempt has been made to plan a comprehensive audiovisual program or service.

Some experimentation with the application of various learning theories in the classroom has occurred on an individual teacher basis at FH. During the 1971 school year a course for college credit was offered at the school on the subject of behavioral modification and learning styles.

Some Characteristics of Teachers and Administrators at ESY Schools

Two of the five principals of ESY schools are women. The median age of the five is 47. All hold master's degrees; two have taken at least 45 hours of course work beyond the master's.

In the fall of 1974 there were 42 teachers at Cedar Bluff Primary School. All were female, all were white. The median teacher age was 29.5; all held bachelor's degrees, three held master's degrees.

There were 28 teachers at Farragut Primary in the fall of 1974. All were white; one was male. The median age of these teachers was 26. All teachers, with one exception, held bachelor's degrees; three had obtained master's degrees.

At Cedar Bluff Middle School as of fall 1974 there were 44 teachers, one-quarter (or 11) of whom were male. With one exception, all were white; the median age was 28.5. All CBM teachers held bachelor's degrees; 14 (32 percent) held master's degrees.

The Farragut Middle School faculty in the fall of 1974 consisted of 36 teachers, seven of whom were men. All but one were white; the median age was 30.5. All but one teacher had obtained bachelor's degrees; two held master's degrees.

In the fall of 1974 Farragut High School's faculty consisted of 60 teachers, 26 (or 43 percent) of whom were men. All were white; the median teacher age was 30. All held bachelor's degrees; 40 percent (24) had acquired master's degrees.

Years of professional experience for teachers in the ESY schools ranged from less than one to 44, with the median at 5.2 years. More teachers had been teaching for two years than for any other length of time. The median number of years in present position reported by ESY teachers was 3.5.

The ESY Students

Since the adults in West Knox County, including parents of ESY students, are considerably better educated than adults in Tennessee, even adults in the nation, one might expect that students in the ESY schools would exceed national norms for intelligence and achievement. This expectation is confirmed by scores on the Otis-Lennon Mental Ability Test given annually to third, fifth, and eighth graders; and by scores on the Metropolitan Achievement Test for the same youngsters. During the past three years mean IQ expressed as a percentile for the two primary and two middle schools has ranged from 50 at one of the middle schools to 80 at one of the primary schools with most of the means in the 60s. During the same period reading achievement, as measured by the 'Total Reading' score on the Metropolitan, has ranged from a mean percentile score of 43 at one of the middle schools to 75 at one of the primary schools (most of the means during the period are in the mid- to high 50s). The 'Total Math' mean percentile scores for the period range from 35 at one of the middle schools to 71 at one of the primary schools, with most of the means clustered about 50.

No intelligence or achievement testing was done at Farragut High School during the three years prior to initiation of the ESY Program. However, in 1970 Farragut's evaluation report for the Southern Association of Colleges and Schools included a table labeled 'Student Ability' which showed that 50 percent of the current student body possessed IQs of 109 or higher, and just 15 percent had IQs of 91 or below. Typically, more than two-thirds of FHS graduates seek further education -- most at four-year colleges and universities. Those who seek employment upon graduation could be expected to go into the primary industries of the Knoxville Metropolitan area: retail and wholesale trade; government; services; manufacturing of nondurable goods such as chemicals, paper, apparel, food products, and textiles; or manufacturing of durable goods such as primary metals, fabricated metals, electrical and transportation equipment, and scientific and control instruments.

SECTION II.

EVALUATION OF THE KNOX COUNTY EXTENDED SCHOOL YEAR PROGRAM BASED ON SPECIFIC PROGRAM OBJECTIVES

Background for the Objectives

The present investigation embodies two major kinds of activities:

1) on-going formative evaluation of planning processes in the following areas which were listed in the original Knox County project proposal:

a. Curriculum content
b. Student scheduling
c. Facility and staff scheduling
d. Staff orientation and development
e. Public relations
f. Financial accounting and instructional supplies control
g. Facility maintenance
h. Student orientation
i. Administrative organization

2) collection of data necessary for summative evaluation in each of the general areas of focus mentioned in the original project proposal:

a. Program planning
b. Cost effectiveness
c. Educational soundness
d. Public acceptance
c. Relative applicability at all grade levels K-12.

Continuous interaction between the evaluation director and staff of the Extended School Year Program (ESY) during the summer and fall of 1974 provided the director with an understanding of ESY which led to the formulation of a set of specific objectives based on the planning processes and general areas of focus mentioned in 1 and 2 above, as well as a set of objectives which also appeared in the original project proposal. This new statement of objectives was submitted to members of the ESY Administrative Committee in November 1974 and was subsequently approved.

Specific Objectives of the Knox County Extended School Year Program

It is assumed that the following objectives will have been achieved at the end of the three-year trial period for the Extended School Year Program.

1) To provide a new curriculum which represents an improvement over that employed heretofore in the ESY schools in these areas:

   a) Student morale and motivation as evidenced by

      ---increased attendance

      ---attitude toward school (as measured by a standardized instrument designed for this purpose)

      ---reduction in incidence of disciplinary referrals to principals

      ---reduction in vandalism, i.e., willful destruction of school property

      ---expression of the perception by at least a majority of the students that instruction is being individualized

      ---increased circulation of library books

      ---increased circulation of other instructional materials (particularly those available in the classroom)

      ---lower dropout rate

   b) Professional staff satisfaction as evidenced by

      ---positive responses on the part of at least a majority of the staff to at least half of the queries about the new curriculum which may be included in questionnaires or interviews administered as part of the internal or external evaluation process

      ---expression of satisfaction on the part of at least a majority of the staff that more curriculum materials have been made available through the ESY Program

      ---expression of the perception by at least a majority of the staff that the new curriculum materials facilitate individualization of instruction

      ---No appreciable increase in staff turnover

   c) Student achievement as evidenced by

---higher (or at least not substantially lower) group scores on standardized achievement tests

---reduction in the proportion of failing grades given at Farragut High School

---higher group scores on tests designed to measure aptitude for college work (e.g., ACT or SAT)

---increased parental approval of the effects of the curriculum on their children

2) To provide an instructional program which is perceived by at least a majority of the administrators as easier to evaluate than the previous program

3) To provide student scheduling which will facilitate operation of ESY and not penalize the student who attends school during the summer quinmester

4) To provide an organizational structure which at least a majority of the professional staff perceives as supportive of ESY and the new curriculum

   a) To explore role perceptions of administrators, supervisors, and teachers

   b) To assess staff satisfaction

   c) To explore communication and decision-making processes

   d) To satisfy the perceived need for psychological and technical support for professional staff

   e) To satisfy the perceived need for curriculum materials

   f) To satisfy the perceived need for physical facilities essential to the program

5) To provide professional staff with a continuing program of orientation and professional development which is perceived by at least a majority of the staff as adequate to meet their informational needs

6) To provide more efficient use than at present of school facilities and professional personnel

   a) To provide some relief from over-crowded facilities by reducing by at least ten percent the anticipated pupil enrollment during each of the four "regular school year" quinmesters (September through May)

   b) To provide, over a period of years, sufficient reduction in capital outlay to offset the increased operational costs of the ESY Program

7) To produce an expression of a favorable attitude toward ESY on the part of at least a majority of those persons concerned about schools in the Farragut High School attendance zone through an appropriate information program

  a) To produce an expression of a favorable attitude toward ESY on the part of at least a majority of the voting population in the Farragut High School attendance zone

  b) To produce an expression of a favorable attitude toward ESY on the part of at least a majority of the students attending the five ESY schools

  c) To produce an expression of a favorable attitude toward ESY on the part of at least a majority of the parents of the students attending the five ESY schools

  d) To produce an expression of a favorable attitude toward ESY on the part of at least a majority of the professional staff associated with the five ESY schools

8) To document the feasibility of a five-term, optional attendance, extended school year program in a suburban Tennessee school system

  a) To show that using a voluntary attendance plan, a summer quinmester enrollment of at least twenty-five percent of the anticipated total school enrollment for the coming year can be attained

  b) To demonstrate that a quality educational program (with sufficient materials, equipment, and facilities) can be provided at a cost which the community is willing to bear

  c) To determine the advantages and/or disadvantages of an extended school year program at the primary level, at the middle school level, and at the high school level

In order to establish a relationship between the new statement of objectives for ESY and the planning processes, general areas of focus, and objectives outlined in the original Knox County project proposal, the original objectives are listed below followed by a chart illustrating the correspondence between the areas of concern in these various listings.

Original objectives for the ESY program were:

1. To improve the instructional program over that which is currently available through curriculum revision and updating.
2. To provide some degree of relief from overcrowded facilities.

3. To assess the overall value of a five-term optional program for a suburban Tennessee school system.

4. To determine what subject matter can be non-sequential and what must be partially or totally sequential.

5. To produce specifications for curricular units followed by actual guidelines which would be written or procured that would meet said specifications.

6. To develop K-12 curriculum modules of nine-week duration in all subject areas.

7. To field test such curriculum modules at all grade levels.

8. To document anticipated advantages in kind and in degree.

9. To identify disadvantages and weigh their detrimental effects against the advantages.

10. To determine relative costs of this program versus a traditional program.

11. To determine the degree of public acceptance for a voluntary five-term program of instruction.

12. To produce a booklet describing the process used to implement a five-term (quinmester) program in grades K-12 which may be put to use by other Tennessee school systems.

New Objective Number	Planning Process(es)	General Area(s) of Focus	Original Objective(s) (by number)*
1	Curriculum content Staff scheduling Student orientation	Educational soundness	1, 8, 9
2	Curriculum content Administrative organization	Program planning Educational soundness	1
3	Student scheduling	Program planning Educational soundness	----
4	Staff Scheduling Administrative organization	Program planning	----

New Objective Number	Planning Process(es)	General Area(s) of Focus	Original Objective(s) (by number)*
5	Staff orientation and development	Program planning	----
6	Accounting and supply control Facility maintanence	Cost effectiveness	2, 10
7	Public relations	Public acceptance	11
8	----	Relative applicability K-12	3, 8, 9

*Objectives 4, 5, 6, 7 and 12 do not appear since they are assumed to be covered in the Knox County school system's internal evaluation of ESY.

Summary of Evaluative Findings Related to Each Objective

Emphasis should be given to the fact that the specific objectives of ESY stated previously are long-term objectives, most of which cannot be adequately assessed until the project is completed. In some cases, an interim report on related findings may prove helpful to program administrators as they attempt to improve operations. In other instances, reporting base-line data obtained as of January 15, 1975 would serve no useful purpose since meaningful comparisons cannot be made until the close of school years 1974-75, 1975-76 and 1976-77.

The ESY evaluation is a team effort coordinated by Dr. Trudy Banta of the University of Tennessee's Bureau of Educational Research and Service. The curriculum component of ESY is being assessed by Dr. Lester Knight, Dr. Charles Chance, and Dr. Robert Howard, of U.T.'s Department of Curriculum and Instruction. Dr. Knight is working with the primary schools, Dr. Chance with the middle schools, and Dr. Howard with Farragut High School.

The ESY administrative structure and the program of professional development for ESY personnel are being evaluated by Dr. John Lovell of the U.T. Department of Educational Administration and Supervision (EA&S). Dr. Kenneth O'Fallon and Dr. George Harris of EA&S are investigating the fiscal aspects and cost effectiveness of ESY. During the fall of 1974 Mr. Jerry Kondwros, under the direction of Dr. Larry Hughes, EA&S, conducted a public opinion poll on the subject of ESY.

Technical assistance on the ESY project is being provided by Mr. Bill Phillips, graduate student in EA&S, and Mr. Don Broach, graduate student in statistics.

Members of the evaluation team made an assumption at the outset that since no control schools were available for comparison with ESY schools, the best source of data for comparative purposes over the three-year ESY trial period would be data accumulated on the five ESY schools during the three years prior to ESY (i.e., 1971-72, 1972-73, 1973-74).

Objective 1

Of primary importance in the Knox County trial of ESY is the new curriculum which has been designed by the system's administrators and teachers. Accordingly, Objective #1 of the program is 'to provide a new curriculum which represents an improvement over that employed heretofore in the ESY schools...' Evaluation of this objective is being conducted in three areas: student morale and motivation, professional staff satisfaction, and student achievement. It is assumed that students and staff involved in ESY can make judgments about the relative values of ESY curriculum components and components of the previous curriculum, and that these judgments, along with indications of teacher-student satisfaction with aspects of the curriculum, are valid criteria for assessing the worth of that curriculum.

a) Student morale and motivation. The statistic which will be used to determine whether or not ESY has increased daily attendance in the five schools is the ratio (expressed as a percentage) of average daily attendance to total enrollment for the school year. Base-line data have been collected for school years 1971-72, 1972-73, and 1973-74.

Student attitude toward school will be measured in a variety of ways in the course of the evaluation. To date, two attitudinal measures have been taken: one during the first (summer) quinmester, a second in October 1974. Both measures were in the form of questionnaires designed by evaluation team members.

Summer quin students approved of ESY almost unanimously: at the end of the quin only 6 percent of the students said they were not in favor of year-round operation of the schools. Ninety-three percent of the students responding said they were glad they had attended the summer session. They favored the smaller class sizes they had experienced, and the opportunities for individual assistance from instructors.

If student responses to questionnaire items administered in October are valid, a substantial majority of ESY students have favorable attitudes toward school. Between 75 and 95 percent of primary school students responded affirmatively to such statements as 'I think learning is fun,' 'I am happy in school,' and 'I think what we do in school is important.' More than three-quarters of the primary students were pleased with the kinds of learning activities and materials available to them.

At the middle school level 97 percent of the students sampled think what they do in school is important. Eighty percent like the quinmester plan for school attendance. About 55 percent of these students like school more with ESY than they did in the past. More than two-thirds of the middle school students expressed the opinion that their learning materials and activities were more interesting this year than in the past.

Two-thirds of a sample of Farragut High School students said that they liked the quinmester system better than the traditional 9-months-of-school plan; and felt they had 'a greater choice of subjects under ESY.' Disruption of the peer structure at Farragut due to ESY apparently is not a problem. Just over half the students said they would have to make new friends 'as a result of entering and leaving school at different times of year,' and 80 percent were pleased about having this opportunity.

Farragut High students were less positive about certain aspects of the new curriculum than were primary and middle school students. Only 54 percent felt they had more opportunities to use and develop their own talents under ESY. Two-thirds said 'no' when asked if they were learning more this year about careers and jobs of interest to them. Only one-third felt they were 'learning more this year as a result of the new ESY curriculum.' However, if this sample of Farragut High students was typical, there will be more interest in summer quin attendance in 1975 than in 1974 at FHS. Sixteen percent of the respondents said they planned to attend the Summer 1975 quinmester. Sixty percent of those respondents (excluding seniors) who attended the Summer 1974 quinmester reported plans to attend in the summer of 1975.

The evaluators recommend that a concerted effort be made to explain ESY and its objectives to student participants at all levels, but especially in the primary schools. Only a third of the youngest children (levels 1-2) agreed with the statement 'I understand what the Extended School Year means.'

Two-thirds of the students at levels 3-4 agreed. In the middle schools and at Farragut High some 15 to 20 percent of the students confessed that they did not understand the Extended School Year Program. Simply going to school under the new system undoubtedly will help students understand its operation, but an information program which also communicates the objectives of ESY should increase student understanding of the total program, and could even help to boost summer enrollment. The potential impact of an information program aimed at students and their parents could be great. In connection with the survey of public opinion which is part of this evaluation, more respondents received information about ESY by word of mouth -- from children -- and other adults, probably parents -- than any other source.

·Reduction in vandalism at the five ESY schools, and a decrease in disciplinary referrals to principals at the schools could be considered indicative of improved student attitude toward school. Base-line data for the three school years prior to 1974-75 are presently being collected from principals.

·Apparently a majority of ESY students share the perception that instruction is being individualized in the ESY program, but more work remains to be done in this area. The youngest children were most positive about the occurrence of individualization. Approximately 70 percent of youngsters at levels 1-2 responded affirmatively to such statements as 'when it comes to my school work, I get to make a lot of choices for myself' and 'my teachers give me help with my work that is just for me.' At levels 3-4 affirmative percentages for these items dropped to 60 percent. Sixty percent of the middle school students said 'yes' to the statement 'Since ESY began my assignments seem to be more individualized--just for me.' At

Farragut High 63 percent of the students indicated that under ESY they were able to choose for themselves more of the activities designed to help them learn. But only 54 percent believed they had more opportunities to use and develop their own special talents under ESY. In addition, 53 percent reported using fewer learning materials this year than under the old program, and 56 percent felt there had been a decrease in opportunities to work on learning materials at one's own pace.

If individualization of instruction is to become a reality in more ESY classrooms, it appears that further professional development programs for teachers must be concentrated in this area. Guidelines for such programs are available and the Knox County administration could take advantage of methods tested by other school systems.

Base-line data on circulation of library books and other instructional materials will be collected at the ESY schools during the spring of 1975. It is assumed that increases in such circulation would provide further indication of improved student motivation to learn.

Information on the school dropout rate at Farragut High for the years 1971-72, 1972-73, 1973-74 is currently being sought. A change in dropout figures should provide yet another indication of student morale and motivation to learn under the new program.

b) Professional staff satisfaction. Positive responses have been given by at least a majority of ESY teachers and administrators to at least half the queries about the new curriculum that have been included in evaluative questionnaires and interviews to date.

During the Summer 1974 quinmester four of seven ESY school administrators reported that teachers were expressing understanding and acceptance of the new curriculum modules. Another opinion, however, came in the form of a comment that teachers who had previously participated in a nongraded multi-age grouping structure were finding the new modules frustrating because they were tied too specifically to given grade levels. This negative impression may help to explain the lack of enthusiasm conveyed in the responses of personnel at one school to virtually all questions concerning the new curriculum.

When Summer quin administrators were asked to name the best feature of the ESY program, they most often identified curriculum improvement, i.e., increased curriculum options, more opportunities for individualization, greater variety of learning activities, and more enrichment activities.

Nearly 80 percent of the teachers employed during the Summer quin expressed the opinion that the new curriculum modules represented an improvement over the curriculum used in the past few years. The same proportion of teachers felt that the new modules were clearly written and well organized.

Comments received from teachers have made it clear that the curriculum modules vary tremendously in quality: some are very good, others rather poor. Unfortunately, then, any statements made about the 'average' reaction to modules will obscure these two extremes. Similarly, teacher opinion about the modules varies considerably. The teachers who wrote modules and/or helped formulate curriculum objectives are generally committed to their work and tend to say nice things about it. Another group of teachers (probably only 20 percent or so) has difficulty accepting the new curriculum, probably because these individuals had little or no role in planning it. A weakness of the evaluative instruments to date has been the failure to distinguish the responses of curriculum writers from those who were not involved in planning or writing.

On October 22, 1974 approximately 92 percent of the teachers and administrators associated with ESY met at Farragut Middle School for the purpose of completing sets of evaluative instruments. Included in this set were "Teacher-Administrator Assessment of ESY Curriculum" and a series of three forms, similar in design and yet each oriented toward teacher reaction to the curriculum at a different organizational level, i.e., primary, middle or secondary. On the first form majorities of teachers and administrators provided positive responses to 12 of 20 items related to the new curriculum. On the second series of forms, majorities of primary, middle and secondary teachers responded positively to 15 of 22 common items.

Three-quarters of the teachers and 92 percent of the administrators responding to the form "Teacher-Administrator Assessment of ESY Curriculum" thought it was a good idea to write new curriculum modules in most areas instead of adopting pre-existing curriculum plans. Approximately 90 percent of both groups agreed that too little time for designing the new curriculum had created problems for the staff.

More than two-thirds of the ESY teachers and administrators were satisfied with the role given to teachers, principals, and curriculum specialists in formulating goals and objectives for the new curriculum. But just one quarter felt that students, parents, and representatives of the public had had sufficient input.

All administrators and 88 percent of the teachers felt they could support the goals and objectives of the new curriculum. More than 75 percent of both groups were satisfied that the goals and objectives were realistic and attainable through acceptable learning processes.

Almost nine-tenths of the professional staff approved of having individual Knox County teachers write the curriculum. But only one-third of the administrators and 54 percent of the teachers felt that teachers (other than module writers) had had appropriate input in developing and/or approving the modules. Principals and outside curriculum specialists were perceived as having had sufficient responsibility for curriculum content by about 55 percent of the professional staff. Less than 20 percent believed students, parents, the public had been appropriately involved.

Two-thirds of the teachers and administrators responding blamed 'inadequate' guidelines for weaknesses and problems in the modules. But 90 percent of the staff agreed that each module contained behavioral objectives directly related to Knox County's new instructional goals and objectives.

The ESY faculties seem to feel rather good about the process used to formulate goals and objectives for the new curriculum. They like the product, too. They thought it was a good idea to have Knox County teachers write the curriculum modules. But then the time factor operated to produce some negative perceptions. Such a tremendous amount of work had to be done that there wasn't time to involve appropriately all teachers, and a sample of students, parents, and other interested members of the community. The first modules had to be written quickly in preparation for the Summer quinmester, but guidelines were still being formulated when the first writers went to work. These writers were somewhat frustrated when the guidelines were modified in the middle of their work. As might be expected, some of the modules that came out of this process were quite good, others contained serious weaknesses.

The evaluators strongly recommend that evaluation and revision of the curriculum modules be the focus of a concerted effort to get all teachers involved in the ESY curriculum. Supervisors and/or administrators might begin an in-service project with statement of guidelines and characteristics all modules should possess. Then teams of teachers, perhaps in combination with selected students and even parents, could get together to discuss a module or series of modules each had used. Written recommendations for revision from each school should be considered by the original module writer, or by whomever is made responsible for actually making changes in the modules.

The questionnaires submitted in October to primary, middle and secondary school teachers to obtain differential reactions to ESY at the three levels contained one section which was the same in all three forms. This permits direct comparisons of teacher reactions to ESY across the three organizational levels.

Roughly three-quarters of the teachers at all three levels believed that the curriculum modules contain 1) appropriate sequencing of objectives, 2) objectives representative of all levels in the cognitive domain, and 3) objectives representative of the affective domain. Only half the teachers feel that objectives in the modules can be achieved within the time allotted. Faculties of the two middle schools and of Farragut High School feel very much the same about most of the items related to curriculum objectives (75-78 percent agree or strongly agree with the positive statements). Cedar Bluff Primary teachers are more positive (82-90 percent agree), while Farragut Primary teachers are much more negative (only 40-60 percent agree) about the objectives.

Several of the items common to the forms for teachers at the three organizational levels pertained to content of the curriculum modules. Approximately 70 percent of all teachers agreed that module writers had consulted appropriate current references, and that the variety of materials and activities listed made the modules suitable for helping individuals of varying ability levels achieve the stated objectives. Teachers were a bit less positive about the evaluation component of the modules. Roughly 60 percent said they had made extensive use of evaluative suggestions in the modules, and approved of them. But only one-third of the teachers felt the modules provided adequately for pretesting of students.

With the exception of one school, approximately two-thirds of the teachers at the ESY schools reported that content of curriculum modules provides guidance for most of what goes on in their classrooms each day. At Farragut Primary only 24 percent of the teachers were using the modules this extensively. For all other content statements Farragut Primary teachers registered more negative reactions -- often differing by 20 to 30 percentage points -- than did teachers at any other school.

Only a third of the primary and secondary teachers felt their students were well informed about ESY operations and objectives. This figure was nearly 60 percent at the middle school level. Substantiation for the view of the primary teachers comes from primary students at levels 1-2. Only a third of these students said they understood what the Extended School Year meant. Less than a majority of all teachers believed their students had a more positive attitude toward school this year as a result of the new curriculum.

More than three-fourths of the primary and middle school teachers expressed confidence that modules in their subject areas could be offered non-sequentially. But at Farragut High, just 58 percent of the teachers were ready to say this. Most teachers feel that students can vacation during any quinmester without feeling they have missed something when they return. But two-thirds of the Farragut Primary teachers doubted this. Further evidence on these points should be available by the end of the current school year.

Three out of four of the primary teachers expressed concern that they would eventually have students in the same class who were working on two or more different modules. Sixty-six percent of the high school teachers expressed this concern, but just 52 percent of the middle school teachers did. The extent to which this apprehension is warranted should become evident by the beginning of the fifth quinmester.

Comments from teachers have made it evident that the evaluation component, especially pre-testing to determine the level at which an individual is functioning prior to instruction, is a source of weakness in many of the curriculum modules. Methods for evaluating students' achievement of curriculum objectives should be a major focus of any effort to revise modules.

Among ESY teachers there seems to be a variety of opinion about how the curriculum modules should be used in the classroom. The Curriculum Steering Committee apparently intended the modules to be resource units, i.e., another source to consult for new ideas about learning activities and materials. Some teachers, however, have considered the modules as teaching units, i.e., the primary source of the daily lesson plan for a quinmester. Many of the teachers who have used the modules as teaching units have been frustrated because some modules "contain too much material to be covered in a quinmester." Supervisors and administrators should make an attempt to correct whatever misunderstanding may exist among teachers about how modules should be used. Further study is needed to determine (1) the extent to which the modules are being used in classrooms throughout the five ESY schools, and (2) the most effective plan for usage, i.e., how are particularly effective teachers using the modules?

Finally, there appears to be a conflict at Farragut Primary between the vertical organization plan which that faculty favors (a non-graded plan) and the plan which that faculty believes the ESY curriculum requires (a graded approach). Is this a real conflict? It certainly seems real when the responses of Farragut Primary teachers to statements about the new curriculum are consistently much more negative than those of other faculties. Of course other factors could be at work, such as a feeling of non-involvement (on the part of some) in curriculum planning and writing, or misunderstanding of the intended use of curriculum modules. It seems important that the Farragut Primary situation be resolved; either through finding a way of adapting the ESY curriculum thrust to fit the FP structure, or by withdrawing the ESY curriculum from that school. If FP teachers feel they are being forced to use plans that seem contradictory to their basic philosophy, FP students could become victims of the faculty's frustration and negativism. As of October, however, this had not happened. FP students reported a lower level (by 14 percentage points) of understanding of what the Extended School Year means than students at Cedar Bluff Primary, but on almost every other comparison FP students were as positive about their school work as were CBP students. Indeed it is noteworthy that on the two items most indicative of students' perceptions that instruction is being individualized ('My class work and home work assignments seem to be just for me, not for the whole class,' and 'When it comes to my school work, I get to make a lot of choices for myself.'), FP students responded more positively than CBP students by 17 and 10 percentage points, respectively.

An instrument is being prepared for administration during the spring of 1975 which should provide an indication of faculty satisfaction with the additional instructional materials made available through the ESY Program.

To date teacher response is available on two items related to materials. Approximately 70 percent of all teachers agreed with the statement, 'The module(s) I have used offer(s) materials and activities suitable for a variety of student abilities, interests, and learning styles.'

Cedar Bluff Primary and Middle schools appear to provide teachers with the best access to instructional materials mentioned in the modules. About 70 percent of the teachers at those schools were satisfied with their access to materials. Only one-third of the Farragut Middle School faculty felt they had sufficient access to materials. Fifty-three percent of Farragut High teachers, and 60 percent of Farragut Primary teachers were satisfied in this respect. Apparently improvements are needed, especially at the Farragut Middle School, in the system for supplying teachers with curriculum materials.

The questionnaire administered to teachers at the end of the Summer quinmester contained an item on individualization of instruction. At that time, 55 percent of the ESY faculty members expressed the opinion that the new curriculum modules helped them individualize instruction to a greater degree than in the past. When teachers were queried again on this point in October, near the end of the second quin, the percentage had fallen to 19% at Farragut High School, 39% at the middle schools, 41% at Cedar Bluff Primary, and 12% at Farragut Primary. Roughly 40% of the ESY students questioned in October felt that not enough individualization was taking place in their classes.

Since individualization of instruction is the foremost goal of the ESY curriculum, supervisors and administrators must find out why the modules are not assisting adequately in this task. Some other school systems that have attempted to accent individualization have found it necessary to involve staff members in intensive professional development programs for a year or more in order to create significant impact on the traditional management of instruction. The Knox County administration must consider such a program if the commitment to individualization is to be fulfilled. Certainly individualization must be a key concern in planning revisions for the curriculum modules.

• Base-line data have been obtained from the Knox County personnel office concerning staff turnover in each of the five ESY schools for the years 1971-72, 1972-73, 1973-74. These data will be compared with similar information for 1974-75, 1975-76, 1976-77, in order to provide another indicator of professional staff satisfaction with ESY. It is assumed that if staff members are satisfied with the new program, they will want to stay with it; the result being a staff turnover rate that is less than, or at least the same as, the rate which prevailed prior to initiation of ESY.

c) Student Achievement. For the years prior to 1974 no series of achievement tests were given at Farragut High School. In the fall of 1974 the Stanford Test of Academic Skills was administered to eleventh grade students at the high school. This year's mean scores can be compared with scores for the eleventh grade next year and the following year to determine what effect, if any, the new curriculum is having on achievement.

For the school years 1971-72, 1972-73, and 1973-74 base-line data have been gathered on the intelligence and achievement levels of third, fifth, and eighth graders in the five ESY schools. (In the Knox County system the annual testing program involves administering the Otis Intelligence and Metropolitan Achievement tests to students in these three grades only.) To minimize the effect of being unable to compare achievement scores for the same youngsters in successive years, the discrepancy (positive or negative) between mean IQ and achievement percentile scores at each of the three grade levels will be used as the indicator of change (if there is any) in achievement due to the ESY curriculum.

Data will be collected during the spring on the proportion of failing to passing grades given at Farragut High School during the past three years. A clear change in the trend of these figures over the next three years could be interpreted as an indication of a change in attitude on the part of students and/or teachers attributable to the ESY Program.

As a further measure of achievement at Farragut High School, group means on such college entrance tests as the ACT or SAT will be compared for the six year period 1971-77.

During the spring of 1975 the assistance of Parent-Teacher Associations at the ESY schools will be sought in the tasks of developing and administering an instrument to assess parental opinion about the effects on children of the new curriculum.

Objective 2

To provide an instructional program which is perceived by at least a majority of the administrators as easier to evaluate than the previous program

During the final quinmester of the 1974-75 school year, an interview guide will be prepared and used to obtain information from supervisors and ESY administrators about the relative ease of evaluating the ESY instructional program compared to the previous program.

Objective 3

> To provide student scheduling which will facilitate operation of ESY and not penalize the student who attends school during the summer quinmester

At the time ESY students were questioned in October 1974 only half of the respondents at Farragut High had confidence that they could really vacation during any quinmester and return without feeling they had missed something. Three-quarters of these students reported that they were able to schedule the classes they wanted during the second quinmester. Of those October respondents who had attended the Summer 1974 quin, 79 percent were able to get all the classes they wanted to take during that session. The verdict on student scheduling is still out -- it remains for a spring student questionnaire to reveal whether or not the skepticism about missing out during a vacation quin which prevailed in October was warranted. It must be determined also whether the 20-25 percent of students who did not get the classes they wanted were victims of the scheduling process, or whether they wanted courses Farragut High School was not prepared to offer. While it sounds good that three-quarters of the students were satisfied with their schedules in the fall, 25 percent of the student body is actually a large proportion to have disappointed.

Objective 4

> To provide an organizational structure which at least a majority of the professional staff perceives as supportive of ESY and the new curriculum

a) to explore role perceptions of administrators, supervisors, and teachers

b) to assess staff satisfaction

c) to explore communication and decision-making processes

d) to satisfy the perceived need for psychological and technical support for professional staff

e) to satisfy the perceived need for curriculum materials

f) to satisfy the perceived need for physical facilities essential to the program

Investigation of the organizational structure associated with the ESY Program involved consideration of (a) role perceptions of administrators, supervisors, and teachers; (b) staff satisfaction; (c) communication and decision-making processes; and (d) psychological and technical support for professional staff.

a) Administrators, supervisors and teachers feel that they have a clear understanding of their role in ESY and the authority and competence to carry it out. However, all of the administrators and supervisors indicated that their jobs had changed substantially as a result of ESY and that there was just more to do. Some adjustments have been made; but in a substantial number of cases, administrators and supervisors were burdened by the new responsibilities and felt that they were overworked and, in some cases, forced to neglect certain aspects of their work. It is recognized that some of this was caused by the newness of the program.

It is recommended that job descriptions for principals and supervisors be carefully developed and examined in view of ESY. Adjustments should be made if necessary.

b) Administrators and supervisors feel a genuine sense of achievement and satisfaction from their work in ESY. However, only half the teachers share the same degree of satisfaction, and only a small percentage of teachers expressed the feeling that their administrators and fellow teachers were a source of recognition.

It is recommended that administrators (1) attempt to determine why teachers do not feel a very great sense of achievement, and why administrators are not perceived as a source of recognition by teachers, and then (2) develop a definite plan for action.

c) Administrators in the Knox County School System have a strong sense of power in decision-making. They feel that they are "in" on what is going on in the system. They indicated a heavy sense of involvement in decisions relating to ESY. There is evidence that this is a function of strong communication linkages that are both formal and informal.

- Basically, data from all sources indicate that teachers felt little sense of power in decisions relating to ESY, job descriptions for teachers and administrators, curriculum development, and evaluation of teachers and administrators.

It is recommended that a study be designed to determine more specifically why teachers felt this way, and that plans be developed to assure greater involvement of teachers in decisions which will affect their lives in such crucial ways.

- Supervisors felt a lack of power in decisions on ESY. They even indicated a lack of power in the planning and evaluation of the program of professional development for ESY. Supervisors have a heavy stake in this program. They have worked long hours, are heavily committed, and appear to be competent.

It is recommended that an attempt be made to find out more about the feelings of supervisors on involvement in decision-making and that an effort be made to get them more involved.

d) Teachers are not entirely satisfied with the instructional support system for ESY. They view their supervisors and other instructional consultants as competent technically, but not as sources of psychological support or feedback that would help them improve their effectiveness. These findings deserve further study since the quality of psychological and technical support for the program would certainly have a bearing on the sense of achievement and satisfaction teachers derive from their work.

e) According to ESY administrators, a greater variety of curriculum materials has been made available to teachers since the ESY Program began. Apparently the supply system for getting these materials in the hands of the teachers needs some improvement, however. This is especially true at Farragut Middle School, where only one-third of the teachers responding to the October series of questions were satisfied with their access to curriculum materials. While the percentage of teachers with positive perceptions of the materials supply system was greater at the other schools (54% at Farragut High, 60% at Farragut Primary, 70% at Cedar Bluff Primary and Middle Schools), there were still substantial proportions of all the faculties that were dissatisfied.

f) In October three-quarters of the teachers at Farragut Middle and High schools indicated that their schools lacked the physical facilities needed for accomplishment of some of the objectives in curriculum modules they had used. Between 50 and 60 percent of the teachers at the other schools responded similarly. This finding deserves further exploration to determine just what facilities are needed. It may not be posible to provide a major facility such as a gymnasium (which might make it possible for Farragut Primary students to respond as positively as Cedar Bluff

Primary students to the statement 'At school I have a chance to develop my body by running, jumping, throwing, and catching,'), but something like an improved arrangement for a materials center might be worked out at little or no cost.

Objective 5

To provide professional staff with a continuing program of orientation and professional development which is perceived by at least a majority of the staff as adequate to meet their informational needs

In view of the time limitations, the program of orientation and development for administrators and supervisors was remarkably effective. Basically, administrators and supervisors have very positive feelings about the program. However, there was a strong feeling that there simply was not enough time to get ready for the program. This caused a lot of problems that could have been avoided. The administrators and supervisors also indicated a lack of involvement in the planning of the professional development program. There was a definite indication the program needs to be continued as ESY continues to develop.

It is recommended that the program of professional development for administrators be continued and extended with more emphasis on the following:

a. Greater involvement of administrators and supervisors in planning and evaluation of program

b. Relatively greater emphasis on needs analysis, program development, and program evaluation

c. More structure for program

d. More transportation of ideas among schools

e. More opportunity for visitation of other outstanding programs

In general, the teachers did not react favorably to the programs of orientation and professional development for teachers. There was a feeling that time was too short. They failed to get the modules early enough to prepare for their use. Many teachers are not using the modules, and some are not using them effectively. The teachers who participated on the curriculum committees and those who wrote the modules had great professional development experiences. But, other teachers did not. These teachers felt left out of decisions related to curriculum development, and did not consider themselves ready for the program. They did not react favorably to the program of professional development on the "Opinionnaire for Teachers." They did not feel that they were involved in the planning or evaluation of that program. There is a strong indication of lack of consistency among the programs of professional development that occurred at the local school level.

The Summer quinmester participants had a much more positive reaction to ESY in general than non-participants. The participants were heavily involved, and there is a need to get the rest of the teachers involved; the program of professional development is one way to do it.

It is recommended that consideration be given to the following factors in the development of the program of professional growth for teachers:

a. Greater involvement of teachers in planning, implementing and evaluating the program

b. More emphasis on teacher evaluation of modules

c. More emphasis on teacher cooperation in the development and revision of modules

(Exploration of development, usage, and revision of modules could be the focus for an intensive professional development program.)

d. More emphasis on planning and implementing professional development programs at the local school level with greater cooperation among schools

e. More opportunities for teacher visitation of outstanding programs

f. Continued emphasis on the evaluation of the work of the curriculum committees with "across the board" involvement of teachers in this process.

Objective 6

To provide more efficient use than at present of school facilities and professional personnel

a) to provide some relief from over-crowded facilities by reducing by at least ten percent the anticipated pupil enrollment during each of the four "regular school year" quinmesters (September through May)

b) to provide, over a period of years, sufficient reduction in capital outlay to offset the increased operational costs of the ESY Program

The fact that facilities and some professional personnel at the five ESY schools are currently being used for twelve months rather than nine can be interpreted as fulfillment of the objective of using facilities and personnel more efficiently.

a) The hoped-for degree of relief from overcrowding during the regular school year has not yet been achieved at the ESY schools. In 1974-75 the maximum reduction in school enrollment due to summer attendance will be 5 percent, during the fifth quinmester. Maximum enrollment will be experienced during the fourth quin, when the reduction due to ESY will be only 1 percent.

b) Dr. O.K. O'Fallon of the Bureau of Educational Research and Service, and Dr. George Harris of the Department of Educational Administration and Supervision have developed a set of three instruments to collect information needed for an analysis of ESY costs, and a comparison of these costs with those of the three previous years (see Appendix C). The instruments include:

1. A building level data form which includes basic information such as the name and location of the school, the grades in the school organization, and a brief description of the school instructional organization. This form also asks for teacher schedules, class enrollments, and teachers' aides' salaries.

2. A district level data form which identifies the total number of teachers in the county, number of teachers in each attendance unit in the Farragut district, the number of students in average daily membership by the county and by the units within the Farragut district, cost and size information relevant to buildings and sites, instructional space available at each attendance center, and information relating to equipment.

3. An Extended School Year Cost Analysis Breakout Chart for three fiscal years before and following the beginning of the project.

The instruments were developed and presented to the members of the school district central office for comment and criticism. Then the instruments were revised to make them easier to use and amenable to computer analysis.

The instruments, when used by the school district, will provide data which will make it possible to answer two questions. The first, "What are the costs per pupil of the education programs under the Extended School Year as compared with the costs of the programs in the Farragut district during the three years preceding the project?" The second question: "Will increases in the operational cost of the Extended School Year Program be offset over a period of years by reduction in capital outlay costs?" The extent to which these two questions can be answered depends upon the extent to which the data requested from the school district can be supplied.

The instruments are now in the hands of the school district and the data are in the process of being collected. As the data become available, they will be subjected to computer analysis.

Objective 7

To produce an expression of a favorable attitude toward ESY on the part of at least a majority of those persons concerned about schools in the Farragut High School attendance zone through an appropriate information program.

a) To produce an expression of a favorable attitude toward ESY on the part of at least a majority of the voting population in the Farragut High School attendance zone

b) To produce an expression of a favorable attitude toward ESY on the part of at least a majority of the students attending the five ESY schools

c) To produce an expression of a favorable attitude toward ESY on the part of at least a majority of the parents of the students attending the five ESY schools

d) To produce an expression of a favorable attitude toward ESY on the part of at least a majority of the professional staff associated with the five ESY schools.

In addition to information which has undoubtedly been transmitted to friends and neighbors by ESY students and their parents, publicity for the ESY Program has also been transmitted by daily and weekly newspapers, radio and television, and through P.T.A. and other community meetings.

a) In an effort to assess the effectiveness of this information program in transmitting news of ESY to the general public, a questionnaire was mailed in November 1974 to a sample of registered voters in a precinct of (1) the Target Area (Cedar Bluff and Farragut communities) and (2) a Non-Target Area elsewhere in Knox County (in this case, the Halls community). The total of 163 respondents represents 2½ percent of the registered voters in the Target and Non-Target precincts.

Apparently the general information program mounted in behalf of the Extended School Year Program has accomplished its purpose very effectively. Seventy-eight percent of the respondents in the Target Area, and 69% of those in the Non-Target Area reported that they had 'received enough information to know what the Extended School Year is about.'

The voter questionnaire contained a number of items related to specific aspects of the ESY Program. More than three-fourths of the respondents from

Target and Non-Target areas combined registered their approval on most of these items. Ninety percent of voters agreed that while ESY might not cut educational costs, it could 'provide for greater use of school buildings and relieve overcrowded schools.' Eighty-three percent felt that 'An elementary student who works with two or more teachers in a team has more advantages than if he or she worked with only one teacher per year.' Eighty-two percent believed that families should be able to 'select the season they desire for vacation and not depend on the usual summer school vacation period.' Seventy-seven percent of the respondents agreed that the ESY Program should be offered to other parts of Knox County. Seventy-four percent felt that 'Schools can be organized so children can return from vacation at different times without causing them special problems or hardships.' Seventy-two percent of the respondents agreed that the Extended School Year Program could improve education in Knox County.

Almost two-thirds of the voters responding in November agreed with the statement, 'The Knox County Schools are providing students with the kind of educational experiences that they need.'

The only questionnaire item which was not affirmed by a majority of respondents was the statement, 'I have received as much information about the courses of study in the Extended School Year as I need to know.' Only 38% of the respondents agreed with the statement.

In short, Knox County voters seem to have general information about ESY and appear to favor most aspects of the program, but they would like to have more specific information about ESY course offerings.

Analysis of voter response according to various sub-groupings revealed the following:

1) Target Area respondents including both parents and non-parents, were more positive about the ESY Program than were Non-Target Area respondents.

2) Respondents whose children are participating in ESY had a more favorable attitude toward the program than respondents whose children attend other Knox County Schools.

3) Female respondents felt a stronger need for more information about courses of study in the ESY Program than did males. But in no other respect was there a significant difference between responses provided by women and men.

4) Respondents 63 years of age or older had more specific information about ESY and had more positive attitudes about the program than respondents of any other age group.

Response to another part of the questionnaire submitted to voters revealed that the daily newspapers and word of mouth (adults-to-adults and children-to-adults) were the two chief sources of information about ESY. This suggests that the most efficient ways to publicize ESY in the future will be through newspaper stories and information programs in the schools for students and their parents.

In response to questions about what they liked or disliked about the Knox County Schools, voters said they liked the well-qualified, dedicated teachers and the vocational education opportunities; they disliked lack of discipline and overcrowded classes.

b) During the Summer 1974 quinmester, approval for year-round programming was registered by 94 percent of the students responding to a questionnaire about ESY. This figure fell when second quinmester enrollees were questioned in October, but a majority of students at each level expressed a favorable attitude toward ESY. Two-thirds of the respondents at Farragut High said they liked 'the quinmester system better than the traditional 9-months-of-school plan.' Eighty percent of the middle school students said they liked 'the quinmester plan for school attendance.' Primary students were not asked the question directly, but 88 percent believed 'my mother and dad like the Extended School Year Program.'

c) During the spring of 1975 a questionnaire specifically designed for parents of ESY students will be administered. Parents who were included in the sample of registered voters responding to the voter questionnaire in November expressed very favorable attitudes toward ESY and were more positive about the program than respondents whose children attend other Knox County schools.

d) During the Summer 1974 quinmester all administrators and nearly all teachers questioned said they would favor continuation of year-round programming. When teachers and administrators were surveyed in October, the question of year-round operation was not posed, but substantial majorities of both groups responded positively to statements about most other aspects of the ESY Program. (Please consult the discussion of Objective 1 for further details.) Since the Summer quinmester staff was composed of volunteers, it might be assumed that this group would express the most positive attitudes toward twelve-months' operation of the schools. But the feeling which the evaluators encountered at the ESY schools during the fall was one of hope that extending the school year could work permanently.

Objective 8

To document the feasibility of a five-term, optional attendance, extended school year program in a suburban Tennessee school system

a) To show that using a voluntary attendance plan, a summer quinmester enrollment of at least twenty-five percent of the anticipated total school enrollment for the comming year can be attained.

b) To demonstrate that a quality educational program (with sufficient materials, equipment, and facilities) can be provided at a cost which the community is willing to bear

c) To determine the advantages and/or disadvantages of an extended school year program at the primary level, at the middle school level, and at the high school level.

a) During the Summer 1974 quinmester the enrollment achieved was 13 percent of the anticipated enrollment for 1974-75 at the five ESY schools. This figure fell short of the desired 25 percent, but was considered good for the first summer of year-round programming. The evaluators propose that a publicity campaign involving (1) newspaper stories, (2) television appearances by ESY staff and students, and (3) intensive information sessions at the schools for students and parents be mounted during the spring of 1975 to promote summer attendance.

b) When voters were questioned about ESY in November 1974, approximately 90 percent agreed to the statement, 'While the Extended School Year may not reduce educational costs, it can provide for greater use of school buildings and relieve overcrowded schools.' This strong response seems to indicate that the community (at least in West Knox County and the Halls Community) would be willing to bear the cost of continuing ESY if it can be demonstrated that the program actually results in relieving overcrowding in the schools (that year-round operation provides for greater use of school buildings and staff is assumed to be evident without further proof). However, the conclusion on this matter will not be reached until nearer the end of the three-year trial when the Knox County Board of Education must decide whether to continue funding for ESY.

c) In the original ESY project proposal one of the concerns expressed was the relative applicability of the extended school year at all grade levels K-12. Reaction of professional staff to date indicates that the program is equally applicable at all grade levels. But the ties of the new curriculum to grade levels are just what the Farragut Primary faculty (by far the most negative toward the program) seems to find most objectionable. According to the principal, this faculty was using a non-graded multi-age grouping plan until it was decided that the ESY curriculum modules were not helpful in maintaining this organization. The Farragut Primary faculty has not been asked for opinion concerning the concept of year-round scheduling apart from the ESY curriculum. So it cannot be said that this faculty opposes 12-month programming. It does have reservations about the new curriculum, at least in its present form, which has been presented as an integral part of the Knox County Extended School Year Program. It seems that the situation at Farragut Primary is serious enough to warrant further investigation to determine (1) exactly what that staff considers the problems to be and (2) if compromises on the curriculum can be worked out to make it more acceptable to the Farragut Primary faculty.

Questionnaires submitted to primary, middle, and high school teachers in October 1974 contained sections which permitted teachers at each level to make a number of comparisons between the ESY curriculum and the curriculum of previous years. Teachers were asked to rate the new curriculum as 'much better than,' 'somewhat better than,' 'about the same as,' 'not quite as good as', or 'much poorer than' the program of previous years. At every level a majority of responses indicated that the new curriculum was 'about the same as' the program of previous years. In no case did a majority of teachers consider the new curriculum 'not quite as good as' or 'much poorer than' that of the past.

At Farragut High there was no respect in which a majority of the faculty felt the new curriculum was better than the program of the past. However, this criterion was almost met in two instances: 48 percent felt the new curriculum was better at 'assisting the student to develop his creative abilities,' and 45 percent thought it was better at 'stimulating in the student the desire for continuous learning.'

Middle school teachers apparently found the new curriculum superior to the old in a number of ways. Sixty percent or more of the middle school faculties rated the ESY curriculum better than that of previous years on such characteristics as 'providing opportunities for the development of creativity,' 'providing for continuous progress,' 'emphasizing the development of self-directed students,' and 'facilitating smooth articulation between the levels of the total educational program, K-12.' Differential response levels on the teacher questionnaire indicated that the Cedar Bluff Middle School faculty was more favorably impressed by the new curriculum than the Farragut Middle School faculty. Interviews at each school tended to confirm the impression that the Cedar Bluff faculty was more informed about ESY, more attuned to program objectives, and generally held more positive attitudes toward the ESY Program than the Farragut Middle School faculty.

On almost half the comparisons between the ESY curriculum and that of previous years a majority of Cedar Bluff Primary teachers favored the ESY curriculum. Repeating the trends in the high and middle school data, the ESY curriculum was perceived by these primary teachers to be most effective in 'promoting creative output among children,' 'assisting children toward self-direction and self-discipline,' and 'motivating children to learn.' In short, the new curriculum seems to offer advantages over the old at all three levels in fostering in students the development of (1) creative abilities (2) self-direction and (3) the desire to learn.

In no instance did a majority of Farragut Primary teachers consider the ESY curriculum superior to the curriculum used previously. Thirty-six percent of these teachers considered the ESY curriculum better than the old one in 'developing in children the ability to adjust readily to social change' and in assisting teachers to individualize instruction (a surprising finding in view of the chief objection of this faculty to the new curriculum), but these were the highest ratings; in most cases less than 20 percent of the faculty considered ESY better on the comparisons.

Future questioning of parents, students, and teachers should provide additional insight into the relative advantages of year-round school operations at primary, middle and secondary levels.

SECTION III.

EVALUATION REPORTS OF TEAM MEMBERS

Organization of This Section

This section of the evaluation report contains the analyses of data which were provided by individual members of the evaluation team. Abbreviated analyses, along with conclusions and recommendations, taken from these reports formed the basis for much of Section II.

During the Summer 1974 quinmester two sets of questionnaires were submitted by the evaluation director to administrators, teachers, and students participating in the ESY Program. The results derived from this segment of the investigation are reported in the first chapter (A) of this section.

A series of questionnaires and interviews was administered to ESY teachers, administrators, and students by curriculum evaluators on the team during the fall of 1974. Total response from teachers and administrators at all levels was analyzed and reported in the second chapter (B) by the evaluation director. Responses of teachers, administrators, and students at the two primary schools were interpreted by Dr. Lester Knight (C). Faculty and student response at the two middle schools was measured and summarized by Dr. Charles Chance (D). Finally, the opinions of the faculty and students at Farragut High School were interpreted by Dr. Robert Howard (E). Drs. Knight, Chance, and Howard are associated with the Department of Curriculum and Instruction at the University of Tennessee. Questionnaires used to sample the response of teachers, administrators, and students to the ESY Program were compiled by the evaluation director using the combined suggestions of the three curriculum evaluators. Responses to these questionnaires are summarized statistically in Appendix A.

Investigation of the organizational structure and professional development program associated with ESY was carried out by Dr. John Lovell, Department of Educational Administration and Supervision (EA&S) at the University of Tennessee. Dr. Lovell's report forms the sixth chapter (F) in Section III. Copies of his instruments appear in Appendix B.

The seventh subdivision of Section III (G) consists of the report of Drs. O.K. O'Fallon and George Harris of EA&S concerning the cost effectiveness of the ESY Program.

Finally, a summary of the results of a public opinion survey conducted in November is included (H). Registered voters in the ESY school attendance zone and in the Halls community were asked about their knowledge of, and opinions about, ESY. The survey was designed and carried out by Mr. Jerry Kondwros, doctoral candidate in EA&S, under the supervision of Dr. Larry Hughes of EA&S.

A. THE SUMMER 1974 QUINMESTER: INITIAL REACTIONS

During the first week of the first ESY quinmester -- Summer 1974 -- a brief questionnaire was administered to each of the three groups of personnel most directly involved in the new program: administrators at the five ESY schools, teachers, and students enrolled for the summer quin. Slightly different questions were asked of each group, but the purpose of all three instruments was to sample initial reaction to the new program.

Seven principals and assistant principals were employed during the summer session. All seven responded to the initial questionnaire. All seven agreed that they would '...like to see year-round operation become a permanent feature of programming in the Farragut High attendance zone.'

Four of the administrators viewed 'improved educational program for students' as '...the primary motivating factor for the current try-out of the extended school year.' Three of the seven considered 'relief from overcrowding, and operational efficiency' as the primary motivating factors for ESY.

All administrators felt that they had received adequate preparation to '...make a good start at administering the program.' They also expressed confidence that their faculties were '...sufficiently prepared to carry out the program.'

When asked to name the best feature of ESY, most administrators said 'improved curriculum.' 'Better utilization of buildings' was the feature rated second in importance. The administrators also mentioned smaller classes and more money for teachers who want year-round employment.

The administrators predicted that their biggest problem in administering the ESY Program would be the increased record-keeping responsibilities, i.e., maintaining grade point averages, attendance data, and individual progress reports for students as they move from one quinmester to the next. Scheduling, and breaking the tradition of the summer vacation, were viewed as additional problems that would have to be met.

Of the 60 teachers employed during the summer of 1974, 46, or about three-quarters, responded to the initial query about ESY. In response to the question 'Would you like to see year-round operation become a permanent feature of programming in the Farragut High attendance zone?' 44 of the respondents said 'Yes'. As 'the primary motivating factor' for try-out of ESY, a few more teachers responded 'improved educational program for students' than marked the response 'relief from overcrowding, and operational efficiency.'

Administrators were much more confident of their faculties' readiness to carry out the ESY curriculum than were the teachers themselves. Twenty, or 43 percent, of the teachers said 'no' to the question, ' Do you feel that you have received sufficient preparation for carrying out the quinmester plan of operation in your own classes?'

Smaller classes were mentioned by more teachers as the 'best feature' of the ESY program. Curriculum improvement, i.e., more flexibility, more choices for students, improved materials, etc., was second in frequency of mention. More pay for teachers was third in the listing.

Teachers felt that the biggest problem standing in the way of ESY success would be public relations, i.e., selling ESY to parents, students, the public. A second problem named by the respondents was 'getting the support of teachers', some of whom felt left out of the ESY planning process.

Initial reaction to the ESY Program from students came from 460, or 71 percent, of the 650 students enrolled during the Summer quinmester. When asked for an opinion about 'having schools in operation year-round', 95 percent of the respondents said they were in favor, 5 percent were opposed. Similarly, only 5 percent felt that their parents were not in favor of ESY. But in response to the question 'Do you believe the community in general (your neighbors in Knox County) favors the extended school year?' 32 percent said 'no'.

High school students gave the opportunity to graduate earlier as their chief reason for choosing to attend the Summer quinmester. Students in grades 3-8 said they were attending so that they could vacation at another time of year. When responses of students in grades 3-12 were combined, however, the primary attraction of the summer session appeared to be the opportunity to get more individual attention in the smaller classes that were expected. Some primary and middle school youngsters pointed out that their parents, rather than they, had made the decision that they would attend during the summer. But another contingent of these students reported trying the summer session because it might be fun.

When students were asked how they believed the quinmester system would help (or hinder) them, most said they hoped to receive more individual assistance due to the relief from overcrowding they expected to result. A second major response was 'the opportunity to catch up or get ahead' in school.

Just before the Summer quinmester ended in August 1974, administrators, teachers, and students were asked to complete a second questionnaire aimed at sampling reactions to the first summer's operation. Again, all administrators returned questionnaires, and all still favored the continuation of year-round programming. The seven viewed the responses of their faculties and students to use of the new curriculum modules as generally favorable.

Four of the administrators reported that they had received few questions and/or complaints from teachers about the implementation of curriculum modules. One said that teachers had voiced acceptance and understanding of modules. But another comment was that teachers previously using a nongraded multi-age grouping plan were finding the new modules frustrating because they were tied too specifically to given grade levels.

Administrators viewed the best features of the ESY Program as (1) curriculum improvement, i.e., increased curriculum options, more individualization, greater variety of learning activities, and more enrichment activities; and (2) smaller classes, less pressure, better student-teacher relations.

Two of the administrators could think of no 'biggest problem' in administering the summer program. Two mentioned the fact that there had been no librarian or other manager of resources at their school. Two mentioned record keeping, i.e., scheduling for remaining quinmesters and recording student progress. One administrator had a problem with 'visitors.'

The second summer questionnaire was completed by 38 teachers in the five ESY schools. Again, only two teachers said they would not be in favor of permanent year-round programming. However, this time two teachers said 'maybe.' All others respondents favored continuation of ESY.

Nearly 80 percent of the teachers expressed the opinion that the new curriculum modules represented an improvement over the curriculum used in the past few years. On the other hand, just 55 percent felt that the modules helped them individualize instruction to a greater degree than in the past.

In response to the question 'Were the new modules clearly written and organized in such a way that you were able to interpret and follow them with ease?' almost 80 percent said 'yes'. However, those who responded negatively indicated through comments that it was difficult to speak in general terms about the modules since they varied in quality: some were very good, others were rather poor. In addition, some of the modules came to the users in rough draft form and were thus hard to follow.

Teachers considered the best features of the new curriculum to be (1) smaller classes, permitting more individual attention for each student; (2) opportunities for self-pacing within the curriculum organization; (3) increased organization of the curriculum: specification of goals and behavorial objectives in subject fields which enables teachers to define the skills to be developed at each level; (4) provision of a variety of materials, activities, methods, and evaluation procedures to supplement teachers' own ideas about illustrating and developing concepts.

In order of importance, the worst features of the new curriculum identified by teachers were:

1. too little lead time for preparation of modules. Many modules were hastily put together and thus were vague, hard to read, poorly bound, disorganized, and hard to follow. References were sometimes made to materials that were not available; teachers had to improvise their own materials in some cases. Some of the writers of modules complained of frustration because the 'rules' for writing the modules were changed several times. Summer quin teachers received modules too late to read them through, think about them, and make decisions as to options they would exercise. Consequently, some teachers felt that they were behind and could not complete all material in a given module. Teachers who were expected to teach subjects outside their areas of competence were handicapped most by these problems.

2. ambiguity concerning the extent to which modules should provide direction for what happens in the classroom. Some teachers saw modules as supplemental resources, i.e., an additional place to look for new ideas about activities and materials. Others viewed them as prescriptions for day-to-day operations. Some of the latter tended to view the modules as too confining, and expressed frustration that the modules included too much material to be covered in a nine-week period.

3. uneven quality of the modules. Some were considered excellent; but others were poorly organized, hard to follow, or made no reference to the skills to be developed.

4. modules tied too closely to a given grade level.

5. some materials were never received, or the wrong ones were sent.

In response to the question, 'How would you go about improving the curriculum modules you have tried?' teachers mentioned a number of strategies for improving, re-writing, and updating the modules. It was suggested that both teachers and students keep notes on their suggestions for modification of modules so that writer-user conferences could be held to discuss revisions. Teachers wanted the form for constructing modules to be standardized: developmental skills should appear in every module. Some teachers felt the modules were too prescriptive; they preferred that teachers be allowed to decide when and how concepts would be presented. Two teachers felt that modules should be cut so that the material in each could be covered in 9 weeks.

The second sample of student reaction to the summer quinmester was taken from 345 students in the five ESY schools. The idea of having schools in operation year-round was as popular among summer students at the end of the quin as at the beginning: only 6 percent were not in favor of year-round operation. This figure was 5 percent in June.

Ninety-three percent of the student respondents said they were glad they had attended the summer quin. However, 12 percent indicated that they would not advise a friend to attend the summer session in 1975.

Most of the students felt that the new curriculum had increased individualization opportunities, i.e., moving ahead at one's own speed and working on projects of interest to individuals. Thirteen percent did not consider the new curriculum an improvement over that of the past with respect to opportunities for individualization.

When asked to name the best thing about the new curriculum, most primary and middle school students named specific subjects or activities such as language arts, science, physical education, plays and films. Smaller classes were favored by many students. Ability to progress at one's own rate of speed was a third 'best' feature of the new curriculum.

Specific subjects -- math, social studies, English -- were also listed as the worst feature (or biggest problem) associated with the new curriculum. 'Too much homework' ranked second. Some students said they received too little help in class with difficult concepts. Specific teachers and scheduling problems also appeared in this category.

When asked how they would improve the new curriculum, many students said they would like to see the quality and quantity of learning activities improved; more specifically, more and better lab work, films, and field work. Some students recommended offering more (or less) of specific subjects such as English, social studies, swimming, and horseback riding. Less homework was inevitably mentioned by some students as a needed improvement.

B. ASSESSMENT OF THE CURRICULUM BY ALL ESY TEACHERS AND ADMINISTRATORS

On October 22, 1974 all teachers and administrators (i.e., principals, assistant principals, and counselors) of the five ESY schools were asked to attend a meeting called for the purpose of administering a set of instruments related to the ESY evaluation. The meeting was held at 4 p.m. in the Farragut Middle School cafeteria. Approximately 92 percent of the teachers and administrators associated with the ESY Program were in attendance.

In administering questionnaires to ESY participants as part of the process of evaluating the curriculum, members of the evaluation team were making certain assumptions:

1) that participant opinion about curriculum -- including comparisons of a new curriculum with the curriculum of previous years -- is a valid criterion for assessing the worth of that curriculum.

2) that participants in a program can and will honestly report their opinions about the program on a questionnaire that allows for anonymity of responses.

3) that curriculum 'experts' can design series of questions that will elicit those responses critical to the description and assessment of a given program.

"Teacher-Administrator Assessment of ESY Curriculum" was the title of the first instrument in the set of evaluation materials given to participants in the October 22 session. Twelve administrators and 175 teachers completed copies of this form. Percentages of 'strongly agree' and 'agree' responses for teachers and administrators are reported in Table A-1 of Appendix A.

Planning the ESY Program

Teachers and building level administrators in the five ESY schools were not extensively involved in the decision to try the ESY Program, yet a majority appeared to be satisfied with the planning which resulted in that decision.

Both teachers and administrators felt that 'sufficient study was undertaken to determine the feasibility of trying out the extended school year in Knox County', but administrators were much more convinced of this than teachers. 'Strongly agree' and 'agree' responses to this item were given by 92 percent of the administrators and by 58 percent of the teachers.

On the other hand, teachers were stronger (78 percent agreed with the statement) than administrators (58 percent agreed) in their belief that 'educational needs of the West Knox County (Farragut) area from which ESY students are drawn were an important factor in the decision to try ESY there'.

There was near-perfect agreement between teachers and administrators that teachers in the ESY schools were not sufficiently involved in the decision to try out the ESY Program. Only one-third of the administrators and 38 percent of the teachers felt that teachers had been 'appropriately' involved.

However, two-thirds of both teachers and administrators agreed that 'building level administrators in the Farragut area schools were appropriately involved in the decision to try out the ESY Program.'.

Neither teachers nor administrators felt that students had been appropriately involved in the ESY decision, but administrators felt more strongly about this (only 25% agreed that students had been appropriately involved) than did teachers (45% agreed). About half of the respondents in both groups were satisfied with the input of parents in the Farragut area, however.

More than 60 percent of the administrators believed that representatives of the public, such as area employers, had been appropriately involved in the ESY decision, but just 44 percent of the teachers shared this opinion.

Development of the New Curriculum

Substantial proportions of administrators (92%) and teachers (75%) agreed with the central administration's decision to begin the ESY Program 'by writing new curriculum in most subject areas rather than adopting for trial curriculum plans already in use.' But there was also overwhelming agreement (92% for administrators, 88% for teachers) that 'the brief time span (November 1973 - June 1974) available for writing goals and objectives and designing the first curriculum modules has created significant problems for teachers and administrators.'

Better than two-thirds of the teachers and administrators felt that teachers, building level administrators, and outside curriculum specialists had received the opportunity these groups should have had to participate in formulating goals and objectives for the new curriculum. In most cases, however, less than one-quarter of teachers and administrators were satisfied with the input of students, parents, and representatives of the public in this area.

Goals and Objectives of the New Curriculum

All administrators, and 88 percent of the teachers, agreed that 'the goals and objectives of the new curriculum are ones that I can support.'

Majorities of both groups believed that the stated goals and objectives are, in fact, the real goals of the new curriculum.

More than three-quarters of the teachers and administrators were satisfied that 'the curriculum goals and objectives are realistic and attainable through acceptable learning processes.'

Development of the Curriculum Modules

Most of the ESY staff (87 percent of the teachers, 92 percent of the administrators) approved of 'the decision to have individual teachers within the Knox County system write the curriculum modules.' But only building level administrators and outside curriculum specialists were seen as having had 'appropriate input in developing and/or approving the content of the curriculum modules.' Teachers (other than those hired as module writers) were viewed as having had appropriate input by only a third of the administrators and by 54 percent of the teachers. Just 18 percent of the staff, on the average, thought students, parents, and representatives of the public had been sufficiently involved.

Both teachers and administrators registered dissatisfaction with the guidelines developed by the central administration for development of the curriculum modules. Approximately two-thirds of both groups felt that the guidelines given to module writers 'were inadequate and created weaknesses or problems in the modules themselves.'

Nine-tenths of the ESY staff agreed that 'each curriculum module contains behavioral objectives, or skills to be achieved, which are directly related to the general objectives stated in the publication Knox County Schools Instructional Goals and Objectives.'

C. ASSESSMENT OF THE CURRICULUM IN THE PRIMARY SCHOOLS

Lester N. Knight

Teacher-Administrator Assessment of ESY Curriculum (Primary Schools)

The following summation is based on data from the questionnaire entitled, "Teacher-Administrator Assessment of ESY Curriculum " (See Table A-1 in Appendix A). The sampling was very near one hundred percent of that possible inasmuch as there were thirty-eight respondents from Cedar Bluff Primary (CBP) with thirty-seven teachers in the school and twenty-five respondents from Farragut Primary (FP) with twenty-two teachers in the school. The excess above the number of teachers can be accounted for by the principals and librarians who also participated in the assessment.

The summary of the data from the questionnaire is organized and reported according to the categories stimulated.

Planning the ESY Program

A large majority (79.4 percent agreed or strongly agreed) of teachers and administrators at both CBP and FP felt that the educational needs of the West Knox County area were an important factor in the decision to try ESY there. Approximately two-thirds felt that building level administrators (66.7 percent agreed or strongly agreed) and parents (67.2 percent) were appropriately involved in this decision. It should be noted, however, that the perception of involvement of these two groups contrasted considerably between FP and CBP with the degree of involvement of administrators and parents perceived as being greater by the Farragut sample of teachers and administrators. A smaller majority (57.6 percent agreed or strongly agreed) believed that representatives of the public were involved.

A sizeable minority (47.6 percent) felt that sufficient study was made to determine the feasibility of initiating ESY in Knox County. However, this was the majority view at FP (52.0 percent) and the minority view (44.7 percent) at CBP.

Almost three-fourths (70.7 percent) of the teachers and administrators believed that there was not sufficient involvement of teachers in the decision to try the ESY program. This feeling was most marked at CBP (78.8 percent) with the FP perception of lack of teacher involvement at a lower 60.0 percent. A majority (52.6 percent) of the teachers also felt that students were not sufficiently involved in making the decision.

Development of the New Curriculum

About two-thirds (65.6 percent) felt that it was wise to write new curricula for ESY. However there was overwhelming agreement (88.4 percent) that the brief time span (November 1973 - January 1974) for writing goals and objectives and designing the first curriculum modules has created significant problems for teachers and administrators.

There was substantial agreement that teachers, building level administrators, and outside curriculum specialists were given appropriate opportunity to participate in the formulation of goals and objectives in the new curriculum (teachers, 65.0 percent; administrators, 86.2 percent: curriculum specialists, 75.0 percent). However, FP teachers and administrators apparently did not feel nearly so strongly as CBP teachers and administrators that these three groups were appropriately involved. Their perceptions varied from 12.0 percent to 24.0 percent.

On the other hand, only a little more than a quarter (28.3 percent) felt that students were sufficiently involved, while 40.7 percent believed representatives of the public were sufficiently involved. With respect to parental involvement a bit more than one-third (39.3 percent) of the entire primary teacher and administrator sample felt there was appropriate involvement. Again there was rather marked contrast between schools, with 52.0 percent of FP agreeing there was sufficient parental involvement, while only 30.6 percent of the CBP sample so believed.

Goals and Objectives of the New Curriculum

A large majority of the teachers and administrators of both schools (90.3 percent) agreed that they could support the goals and objectives of the new curriculum, and approximately two-thirds (66.1 percent) thought the stated goals were the real goals. However, about one-quarter more of the teachers and administrators at FP (44.0 percent) questioned whether they were the real goals than did those at CBP (27.0 percent).

About three-fourths (77.4 percent) of the teachers and administrators felt the goals were realistic and attainable through acceptable learning processes. The disparity between the two schools was again rather large, with Farragut Primary showing 64.0 percent agreeing or strongly agreeing while Cedar Bluff Primary showed 86.5 percent or a difference again of about one-fourth between the two schools' perceptions on this question.

Development of the Curriculum Modules

Most of the teachers (89.1 percent) at CBP approved of the decision to have individual Knox County teachers write the curriculum modules, while just under two-thirds (60.0 percent) of the teachers and administrators at FP approved. Interviews with teachers at CBP and FP tended to confirm this particular finding, although there was some feeling that "two heads are better than one."

About two-thirds (63.8 percent) of all the teachers and administrators sampled agreed that there had been appropriate input by outside curriculum specialists and the building administrators in developing and/or approving the content of the curriculum modules.

Less than one-fifth (18.0 percent), however, felt that students had had appropriate input, and less than one-fourth (22.4 percent) agreed that representatives of the public had had appropriate input. Also, only 20.0 percent felt there was sufficient parent input.

In terms of perceptions of teacher input there was a large difference between the two schools. Only a little more than one-fourth (28.0 percent) of the FP teachers and administrators felt there was appropriate teacher input, while over two-thirds (66.7 percent) of the CBP teachers and administrators agreed there was appropriate teacher input.

One-half of the teachers and administrators agreed that guidelines given to curriculum module writers were inadequate and created weaknesses or problems in the modules. FP supported this view by 60.0 percent while CBP support of this view was only 41.8 percent.

A substantial majority (88.4 percent) of the teachers and administrators agreed that each module contained behavioral objectives or skills to be achieved that are directly related to the Knox County Schools Institutional Goals and Objectives.

Teacher Assessment of ESY at the Primary Level

The following summation is based on data from the questionnaire "Teacher Assessment of ESY at the Primary Level " (See Tables A-2 and A-3 in Appendix A). The questionnaire was completed by virtually all of the thirty-seven teachers at Cedar Bluff Primary (CBP) and the twenty-two teachers at Farragut Primary (FP).

The summary of the data from the questionnaire is organized and reported according to the categories stipulated.

Overall Quality of Modules Used

Objectives. Teachers indicated in general that they had positive feelings with respect to the stated objectives in the modules used for ESY. The total percentages are reported in Appendix A. However, the differences between the two schools (CBP and FP) were rather marked. The thrust of the report here, therefore, is on this comparison. While 88.2 percent of the teachers at CBP strongly agreed or agreed that module objectives are realistic and attainable through acceptable learning processes, only 52.0 percent of the FP teachers so responded. About two-thirds (67.7 percent) of the CBP teachers felt that the module objectives could be achieved within the allotted time, but only two-fifths (40.0 percent) of the FP teachers agreed or strongly agreed.

Just over half (56.0 percent) of the FP teachers felt sequencing of objectives was appropriate, while almost all (91.2 percent) of the CBP teachers so believed. Exactly half (50.0 percent) of the FP teachers found the modules to contain objectives representing all levels of cognition, in contrast to the 82.4 percent of the CBP teachers who agreed or strongly agreed. With respect to objectives reflecting the affective domain, most CBP teachers (85.3 percent) felt the modules contained objectives which did so, in comparison to the three-fifths (60.0 percent) of the FP teachers who felt likewise.

Content, Extent of Use, and Provision for Assessment

The most positive feelings teachers showed with respect to the content of the modules were related to (1) use of appropriate references by writers (89.9 percent), (2) inclusion of materials and activities suitable for a variety of student abilities, interests, and learning styles (76.3 percent strongly agreed or agreed), and (3) usefulness of suggested activities in helping students achieve stated objectives (74.1 percent) agreed or strongly agreed). About two-thirds of the teachers (67.8 percent) also felt they had sufficient access to materials mentioned in the modules used. However, only about one-half (57.9 percent) felt their school had physical facilities to attain some objectives in module(s).

Teacher response to other items regarding module content was not as positive. The most negative reaction was to the item which indicated that "thanks to the new module(s) I am now able to individualize instruction in my classroom to a greater extent than ever before," 71.1 percent either disagreeing or strongly disagreeing. This percentage breaks down to 58.8 percent and 80.0 percent at CBP and FP respectively.

Since responses to other "content" items between CBP and FP were disparate, their separate reactions are reported here. This is particularly true with regard to extent of use. Over three-fifths (61.8 percent) of the CBP teachers felt that "suggestions and content from a curriculum module provide guidance for most of what students and I do each day," but only one-fourth (24.0 percent) of the FP teachers agreed.

The idea that the module(s) provided adequate pre-testing was agreed to or strongly agreed to by one-half (51.5 percent) of the CBP teachers, but by only 12.0 percent of the FP teachers. Response to the item that "the modules(s) tried provide adequate instruments and/or guidelines for assessing accomplishment of objectives by students" received almost three-fourths (73.6 percent) agreement from CBP teachers, but less than one-third (29.2 percent) from FP teachers. About two-thirds (65.6 percent) of the CBP teachers responded that they make "extensive use of the suggestions for evaluation of students' work included in the modules," while about one-third (32.0 percent) of the FP teachers agreed.

Students and ESY

Consistent with other findings relative to student involvement, etc., the primary teachers generally felt (67.8 percent) that students were not well informed regarding the operation of the ESY program and objectives of the new curriculum. This perception was far stronger (92.0 percent) among FP teachers than CBP teachers (50.0 percent).

Only about one-third (31.0 percent) of the primary teachers sensed a more positive attitude toward school among students as a result of the new curriculum. And about three-fifths (60.3 percent) of the teachers felt "the ESY curriculum has created a need for more academic and personal guidance and counseling for students."

Only 11.9 percent of the teachers felt that the student peer group is being adversely affected by students taking vacations at different times, and about three-fourths (76.7 percent) believed attendance at the summer quinmester should not be mandatory for some students to assure reduction of students for other quinmesters.

Sequencing of Subject Matter

Although only about one-third of the teachers (37.1 percent) tended to see the subjects they teach in a less sequential way as a result of the new curriculum, about three-fourths (77.6 percent) were satisfied that they can offer the completed modules in their subjects non-sequentially.

About one-half (50.9 percent) of the teachers believed that students cannot actually vacation during any given quinmester and return without being penalized. (The comparison between CBP and FP on this question was 37.9 percent and 66.7 percent respectively.) In addition, roughly three-quarters (77.4 percent) of the teachers were "concerned that there may be a time when I will have in the same class students who are working on two or more different modules."

Comparison of ESY Curriculum and Curriculum of Previous Years

Substantial differences of opinion were shown to exist between teachers at FP and CBP regarding the comparison of ESY curriculum with the program of previous years. This summation therefore reports these comparisons rather than total teacher percentages which may be seen in Table A-3 in Appendix A.

Items related to Knox County goals and objectives. Almost one-half (48.5 percent) of all primary teachers felt the ESY curriculum helped children to develop a positive self-concept somewhat better or much better

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than the older program, but over four-fifths (84.0 percent) of the FP teachers felt the possibilities were about the same. In terms of motivating children to learn, 54.2 percent of the CBP teachers felt the ESY curriculum was better, while only 16.0 percent of the FP teachers so believed.

About two-thirds (68.0 percent) of the FP teachers indicated that the ESY curriculum was "about the same" as past programs in assisting children toward self-direction and self-discipline, but 60.0 percent of the CBP teachers felt the ESY curriculum did a better job of this. Although almost one-half (48.6 percent) of the teachers at CBP believed the ESY curriculum was better at producing growth in respect of rights and beliefs of others, only 8.0 percent of the teachers at FP so believed. Almost one-third (36.0 percent) of the FP teachers indicated that the ESY curriculum was better at developing in children the ability to adjust readily to social change, in contrast to the two-thirds (65.7 percent) of the CBP teachers who felt likewise. Over four out of five (88.0 percent) of the FP teachers indicated value teaching with the ESY curriculum was "about the same" as previous curriculum, but only slightly over two out of five (45.7 percent) of the CBP teachers felt the same way.

Nearly one-half (48.0 percent) of the teachers at FP believed that teaching skills in the language arts and teaching mathematics skills using ESY curriculum was "not quite as good as" or "poorer than" the older program, while about one-half (50.0 percent for language arts and 53.0 percent for math) of the teachers at CBP felt that the ESY curriculum was "somewhat better" or "much better."

About three-fourths of the teachers at FP felt that opportunities for promoting creative output among children (72.0 percent) and for developing physical abilities and motor skills (76.0 percent) were "about the same" with ESY curriculum. Over one-half (54.3 percent) of CBP teachers believed opportunities for promoting creative output with ESY curriculum were "better" or "much better" and they felt rather strongly (45.7 percent) the same way about possibilities in developing physical and motor skills among children.

Planning and individualization. Over two out of five (44.0 percent) at FP felt that the ESY curriculum was "not as good as" or "poorer than" previous programs in "planning my work." However about the same ratio (45.7 percent) of the CBP teachers believed ESY curriculum to be "much better" or "somewhat better" in helping in planning.

Over half (57.2 percent) of the CBP teachers believed the ESY curriculum helped them individualize instruction more than did previous programs, while about one-third (36.0 percent) of the FP teachers so believed. Two out of five (40.0 percent) of the FP teachers felt the ESY curriculum was less facilitating in getting to know students, but the CBP teachers by the same ratio felt it was more facilitating.

Teacher attitudes and relationships. Over two out of five (45.7 percent) of the CBP teachers indicated that the ESY curriculum fostered a positive attitude toward teaching on their part "more so" than programs of previous years, while over half (56.0 percent) of the FP teachers indicated the ESY curriculum was "about the same" in this regard.

Most teachers at both schools felt that the ESY curriculum was "about the same as" or "better than" previous programs in fostering good teacher-to-teacher relationships (83.3 percent), and over three-fourths of all teachers (76.6 percent) felt the same way regarding the fostering of good teacher-to-administrator relationships. However, with respect to fostering good teacher-to-parent relationships, 42.8 percent of the CBP teachers felt ESY was "somewhat better" or "much better," while 40.0 percent of the FP teachers felt that ESY was "not as good as" or "much poorer than" previous years in fostering said relationships.

Student Assessment of ESY at the Primary Level

The following summation is based on data from the questionnaire "Student Assessment of ESY at the Primary Level" (see Table A-4 in Appendix A). In selecting a sample of primary students a formula for determining sample size developed by the Research Division of NEA (Research Bulletin, NEA, Vol. 38, No. 4, December, 1960, p. 99) was used. It was found that a representative sample could be obtained by surveying 230 primary students [eighty-eight at Farragut Primary (FP) and 142 at Cedar Bluff Primary (CBP)].

A computer listing of all students in each grade level at each school was used to draw the random sample. Questionnaires were left in each school office for teachers to administer to the students identified in their teams.

Approximately ninety percent of the primary students selected for the sample actually completed and returned the questionnaire. The 207 primary school respondents represent approximately fourteen percent of the total enrollment in the two primary schools.

The summary of the data from the questionnaire is organized and reported according to the categories stipulated.

Items Related to Knox County Goals and Objectives

Student responses to items related to the state of Knox County goals and objectives were extremely positive, regardless of classification, with more than 75.0 percent (usually over 90.0 percent) of the students responding "yes" to such items as "I think learning is fun"; "At school I have a chance to develop my body by running, jumping, throwing, and catching"; or "I am learning to spell better." This finding pervaded both schools and each level. The reader may wish to check Table A-4 for such cognitive-related items as Nos. 18, 21, 22, 27, 28, 29, and 31; such affective-related items as Nos. 1, 10, 14, 15, 17, and 19; or such psychomotor-related items as Nos. 13, 20, and 30. At this point it might be noted that FP students felt less able to "run, jump, throw, and catch" (item 13) than CBP students. This may reflect the absence of a gymnasium at FP.

Much more negative response with respect to items related to the Knox County goals and objectives, was to the item "we often listen to records," from students in levels three and four. These students showed a negative response of 50.5 percent. However, this compared to only 20.2 percent for students responding similarly at levels one and two. In addition, almost half (49.3 percent) indicated they "make a lot of mistakes in arithmetic." More children (51.3 percent) at levels one and two responded thus to that item than at levels three and four (46.7 percent). Many students (66.7 percent) also felt there was a lot of misbehavior.

Items Related to Individualization of Instruction

Student response to items related to individualized instruction were

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somewhat positive but less so than to many of the other items. Over two-thirds (68.1 percent) responded "Yes" to the statement "when it comes to my school work, I get to make a lot of choices myself." Response to this item was more positive (72.8 percent) at levels one and two than at levels three and four (62.4 percent), and at FP (74.4 percent) than at CBP (64.3 percent).

To the item "My teachers give me help in my work that is just for me, not for the whole class," around two-thirds (64.3 percent) said "Yes." Again the response was more positive from levels one and two (69.3 percent) than for levels three and four (58.1 percent). Approximately two-thirds (63.8 percent) of the sample also responded affirmatively to the notion that "my classwork and homework assignments seem to be just for me, not for the whole class." However, levels one and two were considerably more positive (71.9 percent) than levels three and four (53.8 percent). Whether this repeated pattern of difference between the levels is a true reflection of fact or a function of greater student maturity at levels three and four is a matter of conjecture.

Items Related Specifically to ESY

The number of items which elicit specific response to ESY are admittedly limited. This is in large measure due to the attempted accommodation by the ESY evaluators to the limited maturity of primary level children. It was felt students at this level would in general find a comparative format (as was used in the teacher assessment questionnaire) too difficult to handle.

Teacher perception that the students were not appropriately involved in the initiation of ESY (see previous summations) seems to receive some support from the student response. To the item "I understand what Extended School Year means" only about one-half (50.7 percent) said "Yes". As might be expected, only a third (36.8 percent) of children at levels one and two responded affirmatively, while two-thirds (67.7 percent) did so at levels three and four. It was also found that the affirmative response at CBP and FP schools was 55.8 percent and 42.3 percent respectively.

To the item "it took me a long time to figure out what we were supposed to be doing when school first started," over half (58.0 percent) said "Yes". More indicated "Yes" at levels one and two (64.9 percent) than at levels three and four (49.5 percent).

The students felt strongly (88.3 percent) that "mother and dad like the Extended Year Program." If this finding is valid, then some concerns of teachers and administrators regarding parental involvement and satisfaction may be unwarranted.

Summary of Interviews with Teachers

A thirty-minute informal interview was conducted by the evaluator with four teachers at Farragut Primary on December 11, 1974, and with three teachers at Cedar Bluff Primary on December 13, 1974. This technique was used to get further and less formal input from a sample of the teachers at each school. The teachers were selected in each case by the school principal. The comments may be summarized as follows:

General Comments

a. It is too early to really know much about how ESY will work. The questionnaires might be re-given at a later time (and at some other time than at day's end).

General Comments (continued)

b. Many of the small problems may, with time, disappear (e.g., really getting acquainted with modules).

c. There was insufficient time to prepare to get into program.

d. ESY may help to accommodate children who must drop out of school due to sickness or other reasons.

e. The balancing of quinmesters in terms of number of students was seen as a real problem, but no solutions suggested.

f. Orientation of students coming into quinmester 3 (beginning in November) was seen as a problem to some.

g. The general feeling was that ESY has not as yet facilitated individualization of instruction.

Comments Related to Parents

a. Some parents have reported that it seems unsatisfactory for their children to be out of school in the fall rather than summer.

b. Questions have been raised by parents concerning the amount of tax money spent to run buses in the summer for small numbers of students.

c. Parents need to be informed that the summer quinmester is not viewed or planned as a remedial program.

Comments Concerning Modules

a. Some felt that objectives in modules used were excellent, while other teachers viewed some objectives as very poor.

b. Modules were viewed as a good resource, but there was some feeling that they were too voluminous. Also the idea was expressed that too much time was designated for some modules and that they were at times rather confining.*

Comments on Summer Quinmester

a. Teachers seemed to enjoy working in the summer quinmester, but were unanimous in their view that due to the small enrollment it was atypical.

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*Voluntary comments written on questionnaires included the notion of a feeling of "being bogged down" by all the guides and modules. Also, some teachers apparently had not seen or used any ESY modules.

Comments on Summer Quinmester (continued)

b. Summer quinmester must be viewed as a regular quinmester.

c. The summer quinmester has caused no noticeable reduction of enrollments for other quinmesters.

d. Children who attended the summer quinmester had some difficulty in adjusting to the second quinmester beginning in the fall.

Summary - The Primary Schools

Teacher-Administrator Assessment of ESY Curriculum (Primary Schools)

The following summary is based on response from nearly one hundred percent of the teachers and administrators in Farragut Primary (FP) and Cedar Bluff Primary (CBP):

Planning the ESY Program. A large majority of respondents felt the decision to try ESY in West Knox County was based on educational needs of the area, but only a sizable minority believed sufficient study was made to determine the feasibility of its initiation. The pervading feeling was that building level administrators and parents were appropriately involved in the decision, with a smaller majority believing representatives of the public were so involved. However, many teachers and administrators did not view teachers and students as having been appropriately involved in this decision.

Development of the new curriculum. The prevailing view was that a new curriculum was needed for ESY, but an even more prevailing opinion was that the brief time for writing the curriculum had created significant problems for teachers and administrators. In terms of participation of different groups in the formulation of the goals and objectives, the feeling was rather substantial that teachers, administrators, and curriculum specialists were appropriately involved; but that students, parents, and representatives of the public were not. It was noted, however, that the degree to which this perception was held differed between FP and CBP.

Goals and objectives of the new curriculum. Most teachers and administrators support the goals and objectives of the new curriculum and a majority felt they were the real goals and that they were realistic and attainable through acceptable learning processes. It was noted, however, that the acceptance of the above views was considerably more widespread at CBP than at FP.

Development of the curriculum modules. Most respondents approved of the decision to have individual teachers write the curriculum modules. In terms of appropriate input from various groups in developing and/or approving the content of the modules, the prevailing opinion was that there was appropriate involvement by outside curriculum specialists and by building administrators; but not sufficient involvement of students, parents, or representatives of the public. Teachers and administrators from FP did not feel there was enough teacher involvement, but many CBP respondents did so feel. Most respondents perceived a high relationship of the modules' goals and objectives to those designated by Knox County Schools, but there was considerable opinion that guidelines given to module writers were inadequate and adversely affected the modules.

Teacher Assessment of ESY at the Primary Level

The following summary is based on response from nearly one hundred percent of the teachers at Farragut Primary (FP) and Cedar Bluff Primary (CBP):

Overall quality of modules used. Teachers indicated in general that they had positive feelings with respect to the stated objectives in the modules, whether the considerations related to their attainability, sequencing, or representation of the cognitive and/or affective domains. However, the degree of positive response to these considerations was considerably greater at CBP than at FP. With respect to whether the objectives could be achieved within the allotted time, a sizeable majority of FP teachers did not agree, while a similar majority of CBP teachers did agree.

The most positive feelings teachers showed with respect to the content of the modules were related to (1) use of appropriate references by writers, (2) inclusion of materials suitable for a variety of student abilities, (3) usefulness of suggested activities in helping students achieve stated objectives, and (4) accessibility of materials mentioned in the modules used. The most negative reaction was to the item which indicated that "thanks to the new module(s) I am now able to individualize instruction in my classroom to a greater degree than ever before." Such considerations as extent of use of modules and perceptions of adequacy of pre-testing and on-going assessment of students within the modules received rather strong positive reactions from CBP teachers but rather strong negative reactions from FP teachers.

Students and ESY. The general belief of teachers was that students were not well informed regarding the operation and objectives of ESY, and that the ESY curriculum has created a need for more counseling of students. Students were not perceived by teachers as having more positive attitudes because of the new curriculum. Teachers did not believe that student peer groups are being adversely affected by disparate vacations of students, and did not feel that attendance at the summer quinmester should be mandatory.

Sequencing of subject matter. Although a large majority of primary teachers do not see the subjects they teach in a less sequential way, most felt they could teach the modules of ESY non-sequentially. However, many teachers were "concerned that there may be a time when I will have in the same class students who are working on two or more different modules." Many teachers at FP felt students cannot actually vacation during any given quinmester without being penalized.

Comparison of ESY curriculum and curriculum of previous years. Substantial differences of opinion were shown to exist between teachers at FP and CBP regarding the comparison of the ESY curriculum with the program of previous years. Whether the comparison related to goals and objectives, planning and individualization, student growth in specific skills, or teacher attitude toward teaching, the CBP teachers registered a considerably more positive response in favor of ESY than did the FP teachers. In most cases a majority of the CBP teachers felt the new ESY curriculum was better than the older curriculum, while a majority of the FP teachers felt the ESY curriculum was "about the same" or "poorer than" the older curriculum.

Teachers felt in general at both schools that the ESY curriculum helped foster good teacher-to-teacher relationships and teacher-to-administrator relationships as well or better than previously used curricula. However, the perception of the comparative effect of the curriculum on teacher-to-parent relationships was much more positive among CBP teachers than among FP teachers.

Student Assessment of ESY at the Primary Level

The following summary is based on the responses of 207 primary school respondents representing approximately fourteen percent of the total enrollment in the two primary schools, Farragut Primary (FP) and Cedar Bluff Primary (CBP):

Items related to Knox County goals and objectives. Student responses to items related to the stated Knox County goals and objectives were extremely positive, whether the goals and objectives were of cognitive, affective, or psychomotor orientation. The major departures from this were: (1) student perception of the opportunity to listen to records in grades three and four; (2) students' perceptions of their own accuracy in arithmetic; and (3) their feelings about the amount of misbehaving in the classroom. In each of these areas there was negative response from primary students.

Items related to individualization of instruction. Student response to items related to individualized instruction were rather positive, but less so than to many other items. Students, particularly at levels one and two, seemed to feel that they had opportunities for self-selection, had work "just for me," and individual help. Whether the less positive feeling from grades three and four is a true reflection of fact or a function of greater student maturity is a matter of conjecture. At any rate the students' perception of individualization of instruction in ESY was in sharp contrast to that of teachers, which was very negative.

Items related specifically to ESY. Teacher perception that students were not appropriately involved in the initiation of ESY seems to receive some support from student response. Half or more of the students indicated a lack of understanding of what ESY meant and some confusion as to what they were to do at the beginning of the school year. However, students felt strongly that their parents like the ESY program. If this is a valid finding, then some concerns of teachers and administrators regarding parental involvement and satisfaction may be unwarranted.

D. ASSESSMENT OF THE CURRICULUM IN THE MIDDLE SCHOOLS

Charles A. Chance

Introduction

The root problem in evaluating the ESY Middle School Program is the same as the root problem in all program evaluation. How do you capture in words and numbers the "true" experience of the Knox County ESY Middle School Program? A second problem in evaluation is the problem of so intruding upon a program in the process of evaluation that you make the program something it was never intended to be. These problems of the adequacy of the language and the intrusions that evaluation activities make upon experiences were problems that in no sense could be fully resolved.

Rationale and the Evaluation Design

Evaluation was conceived as a part of the Knox County Middle School ESY Program itself. It was expected that the evaluation efforts would have impact on the Knox County Middle School ESY Program. Therefore, the evaluation efforts were focused on determining how the ESY Program experience might affect the total Knox County Middle School program. In order to do this, the evaluators sought adequate description of the participants' perceptions during the ESY Program development.

In October 1974 the questionnaires on which this report is based were administered at a joint meeting of all ESY teachers and administrators. All Farragut Middle School (FM) teachers and 85 percent of Cedar Bluff Middle School (CBM) teachers completed questionnaires at that time. In November 1974 the conclusions drawn from questionnaire data were reviewed in interviews with selected teachers at both middle schools.

Initiating the ESY Program

Planning is an integral part of the development of a new program. Planning involves study, assessment, people, and decisions. According to responses on the instrument "Teacher-Administrator Assessment of ESY," approximately 84% of the middle school faculty were satisfied that sufficient study was undertaken to determine the feasibility of trying out the extended school year in Knox County (see Table A-1, Appendix A). Approximately 77% of the faculty indicated that educational needs of the West Knox County area were an important factor in the decision to try ESY there. In the involvement of people, the data suggest that CBM and FM faculties differed in their opinions as to the degree of involvement: 36% of CBM faculty indicated that they were not appropriately involved in the decision to try ESY, compared to 52% for FMS. Approximately 80% of the CBM faculty agreed that building level administrators were involved in the decision to try ESY, however, only 68% of the FM faculty agreed. The faculties indicated that students (60%), and representatives of the public (51%) were appropriately involved in the decision to try the ESY Program. The data indicate that the faculties of CBM (59%) and FM (74%) felt that parents were appropriately involved in the decision to try the ESY Program.

In summary, it could be assumed that prior study, the assessment of educational needs, and the involvement of teachers, building level administrators, students, parents, and representatives of the public were adequate for the initiation of the ESY Program.

Development of the Curriculum

Process of Development

Approximately 87% of the middle school faculties agreed with the decision to start ESY by writing new curriculum in most subject areas rather than adopting for trial curriculum plans already in use (in the Knox County System or other systems). However 69% of the CBM faculty and 46% of the FM faculty strongly agreed that the brief time span (November 1973 - June 1974) available for writing goals and objectives and designing the first curriculum modules has created significant problems for teachers and administrators. Several teachers indicated through interviews that they did not understand the module format, the components, or the student evaluation procedures. Some of the teachers had never heard of a curriculum module. In summary, there appears to be a certain amount of confusion about the curriculum modules.

In reference to participation in the formulation of goals and objectives for the new curriculum, 45% of the CBM faculty strongly agreed that teachers were given opportunities to participate; however, only 7% of the FM faculty strongly agreed. The faculties agreed that the building level administrators (85%) and outside specialists in specific subject areas (74%) had the opportunity to participate in goal-setting. However, both faculties felt that the students (76% disagreed with the statement that students were appropriately involved) and the parents (71% disagreed) did not have the opportunity to participate.

In summary, the middle school faculties agreed that the teachers, building level administrators, and outside specialists in specific subject areas had the opportunity they should have had to participate in formulating goals and objectives of the new curriculum. They felt that students, parents, and representatives of the public did not have appropriate opportunity.

Goals and Objectives of the New Curriculum

It was suggested by the data that approximately 85% of the middle school faculties agreed that the goals and objectives of the new curriculum are ones that they could support. It was also indicated by these faculties (80%) that the curriculum goals and objectives are realistic and attainable through acceptable learning processes.

In summary, it could be inferred from the data that a positive attitude exists concerning the goals and objectives of the new curriculum.

Process of Development of the Curriculum Modules

Current research indicates that personal involvement of faculty is an important need that must be met in curriculum development. Ninety-three percent of the middle school faculty members agreed with the decision to have individual teachers within the Knox County system write the curriculum modules.

The faculty of CBM agreed that teachers (58%), building level administrators (53%), and outside curriculum specialists (49%) had appropriate input in developing and/or approving the contents of the curriculum modules. However, the FM faculty disagreed (70%) that teachers and building level administrators (54%) had appropriate input. The two faculties agreed (84%) that students, parents (89%), and representatives of the public did not have adequate input in developing and/or approving the content of the curriculum modules. The CBM faculty agreed (81%) and the FM faculty likewise felt (67%) that the guidelines given to the writers of the curriculum modules were inadequate and created weakness or problems in the modules themselves. During the teacher interviews, the point was confirmed that the directions and expectations were not made clear by the central office. However, approximately 90% of the faculty members agreed that the curriculum modules contain behavioral objectives, or skills to be achieved, which are directly related to the general objectives stated in the publication Knox County Schools Instructional Goals and Objectives.

In summary, it could be assumed that the process of development of the curriculum modules was adequate, however, during the interviews, the teachers related that it was a confusing and misunderstood process. They criticized the communication patterns.

Overall Quality of Modules

Material for this section of the report was developed from responses by middle school faculties to the instrument "Faculty Assessment of ESY in the Middle Schools." A summary of responses to the first 24 items on this instrument may be found in Table A-2, Appendix A. Responses to the remainder of the items are contained in Table A-5.

Objectives

Approximately 80% of the middle school faculty members agreed that the objectives specified in the modules were realistic and attainable through acceptable learning processes. Also, approximately 79% of the faculty members agreed that the sequencing of objectives and all levels in the cognitive domain (that is, knowledge, comprehension, application, analysis, synthesis, and evaluation) were contained in the modules. However, just 47% of the CBM and 64% of the FM faculties believed that the objectives could be achieved within the time allotted. Seventy-five percent of the faculty members felt that the modules contained objectives related to student attitudes, values, interests and appreciations. In summary, the objectives of the modules appear to be adequate in the view of middle school teachers.

Access to Means for Implementing

The CBM faculty agreed (58%) that their school does not have the physical facilities that would enable them to attain some of the objectives contained in the modules. However, 70% of the FM faculty agreed that their school does not have the physical facilities to implement some of the objectives. Approximately 64% of the CBM faculty agreed that they have sufficient access to instructional materials mentioned in the modules. However, the FM faculty indicated (66%) that they did not have access to instructional materials mentioned in the modules.

In summary, it would appear from the data that FM has inadequate facilities and instructional materials to implement some of the modules. While interviewing the teachers, this point was confirmed. .

Extent of Use

The middle school faculties agreed (63%) that the suggestions and content from a curriculum module provide guidance for most of what the students and the teachers do each day in classes. However, during the interviews some teachers were confused about when to use the curriculum modules. The main concern reflected was: Does the curriculum module become the only curriculum I use in my classroom?

Assessment of Student Achievement

Approximately 65% of the middle school faculty members disagreed that the modules provide adquately for the pretesting of each student to assess his present level of functioning. However, the faculties agreed (61%) that adequate instruments and/or guidelines were provided for assessing the accomplishment of the objectives by the students.

In summary, one could infer from the data that the overall quality of the modules could be improved. The writers of the modules should be aware of the physical facilities and instructional materials of each school. Also, adequate provision for student assessment of present level of functioning should be included.

Students and ESY

Approximately 58% of the middle school faculty members felt that their students were well informed regarding the operation of the ESY program and the objectives of the new curriculum. The data showed that 66% of the CBM faculty and 79% of the FM faculty disagreed that attendance during the summer quinmester should be mandatory for some students so that attendance during other quinmesters would be reduced. Also, 48% of the CBM faculty and 48% of the FM faculty disagreed that students have a more positive attitude toward school this year as a result of the new curriculum. In relation to the student and his peer group, approximately 87% of the faculty members disagreed that students are being affected adversely as a consequence of students taking vacations at different times. One final point: approximately 50% of the CBM faculty and 73% of the FM faculty agreed that the curriculum has created a need for more academic and personal guidance and counseling for students.

Sequencing of Subject Matter

This portion of the questionnaire was omitted by teachers of courses that are sequential, i.e., the modules must be taken in a given sequence. The data suggested that the faculty of CBM agreed (70%) and FM faculty agreed (62%) that as a result of the new curriculum they tend to see the subjects they teach in a less sequential way. Approximately 92% of the faculties were satisfied that they could offer the completed modules non-sequentially. In relation to the above, 42% of the CBM and only 22% of the FM faculties believed that students can actually vacation during any given quinmester and return without being penalized, i.e., feeling that they have missed something. This point was confirmed during the interview. Teachers have great reservations about students not in school during a given quinmester. Forty-six percent of the CBM faculty was concerned that there may be a time when they will have in the same class students who are working on two or more different modules. Fifty-eight percent of the FM faculty reflected this concern.

In summary, from the data reported and the data gathered during the interview, there appears to be a misunderstanding as to the term "sequence." This point needs to be clarified when talking about the curriculum modules and their relationship to the five quinmesters.

Comparison of ESY Curriculum and Curriculum of Previous Years

The findings of the present survey indicated that 25% of the sample omitted this part of the questionnaire. During the interview many teachers indicated that they did not have a point of comparison for previous years due to being new to the system as first year teachers. However, the data revealed some interesting facts that should be reported. Statistics on related responses are reported in Table A-5, Appendix A.

When the teachers were asked to indicate a choice of 'much better than,' 'somewhat better,' 'about the same,' 'not quite as good,' and 'much poorer than,' the following items can be summarized. First, there were no items receiving majorities of 'not quite as good' or 'much poorer than' ratings for previous years. The following items received from the faculties (45-55%) ratings of 'about the same' as previous years: providing a successful experience for each child every day; providing exploratory experiences for students; developing values which aid people in becoming responsible, productive citizens of society; providing experiences which will assist each child in assuming responsibility for his own behavior; encouraging more flexible and innovative approaches to instruction; providing opportunities for the development of aesthetic sensitivity; providing career education; and developing skills and attitudes related to goals of purposeful living.

The following items received from the faculties (60% or higher) a rating of 'much better than' or 'somewhat better than': providing for continuous progress; facilitating smooth articulation between the levels of the total educational program K-12; emphasizing the development of self-directed students; emphasizing the acquisition and application of basic skills of communication and computation; and providing opportunities for the development of creativity.

Knox County Middle School Goals

The faculties were asked to respond to a series of statements that characterize the middle school program in general. They were asked to indicate to what extent the ESY Program, with its new curriculum, assists (or hinders) the accomplishment of the Knox County middle school goals in their schools. The following goals were identified by the faculties (45-55%) as not being affected by the ESY Program: includes a guidance program unique to the needs of the transecent child; minimizes those stereotyped social activities normally associated with junior or senior high schools; and has a well-equipped and well-staffed instructional media center which will support the development and implementation of the total school program.

The faculties (65-80%) felt that ESY had assisted or assisted greatly the accomplishment of the following goals: the middle school is staffed by personnel who are sensitive to the transecent child and who have a commitment to the middle school; includes a student activity program; has an organizational structure which will permit flexibility in program planning and faculty utilization; and the program provides an opportunity for interdisciplinary curriculum planning.

CBM faculty reported that ESY had assisted (65%) the accomplishment of the development of a physical education program, including intramurals, and limiting inter-school athletics. FM indicated that ESY has had no effect (50%) on the accomplishment of this goal. Also, the CBM faculty reported that ESY had assisted (65%) its school in searching for ways of implementing its goals which are unique to its community. Again the FM faculty felt that ESY has had no effect (49%) on this particular goal.

In summary, one could infer from the data that the faculty of CBM is well informed concerning the ESY program and its objectives. There appears to be more confusion and more misunderstanding concerning the ESY program on the part of the FM faculty. These points were also discovered during the personal interviews with the teachers. Also, there appears to be a more positive attitude as perceived by the faculty toward the ESY program at CBM as compared to FM. One could conclude that the ESY Program has not hindered the accomplishment of the middle school goals in Knox County.

Student Assessment of ESY

Understanding of ESY

When the organizational structure of a school is changed, one is always sensitive to the effects this has on students. Several questions are always raised, some being: Do the students understand the new program? Do they think learning is more fun? Do their attitudes toward school change?

The instrument "Student Assessment of ESY in the Middle School" was designed to measure student opinion about ESY. A random sample of middle school students was drawn according to a formula for sample size developed by the Research Division of NEA (Research Bulletin NEA, Vol. 38, No. 4, December 1960, p. 99). It was found that a representative sample could be obtained by surveying 242 middle school students (134 at CBM and 108 at FM).

A computer listing of all students in each grade at each school was used to draw the random sample. Questionnaires were left in each school office for teachers to administer to identified students in their teams.

Approximately 95% of the middle school students selected for the sample actually completed and returned questionnaires. The 233 middle school respondents represent approximately 10% of the total enrollment in the two middle schools.

Approximately 88% of the middle school students responding indicated that they understand the ESY program (see Table A-6, Appendix A for all middle school student responses). However, the 5th and 6th grades at CBM (58%) and FM (60%) indicated that it took a long time for them to figure out what they were supposed to be doing when the ESY program first started. A majority of all 7th and 8th grade students indicated (55%) that it did not take a long time for them to figure out what they were supposed to be doing.

Attitude Toward School

When presented the statement "I think what we do in school is important," 98% of all students in CBM and FM indicated 'yes.' The FM students responded 78% as compared to CBM students (46%) that learning is more fun in the ESY program. This finding was further strengthened by the FM students (64%) and the CBM students (46%) when they indicated that they feel happier in school since the ESY program began. One could infer from the above data that the ESY program has had more of a positive effect, based on the perception of the students, at FM than at CBM. However, approximately 80% of all middle school students indicated that they like the quinmester plan for school attendance.

Implementation of the Program

The students at FM indicated (81%) that they think they can understand the purpose of their lessons now that they have the ESY Program. Sixty-four percent of the students at CBM indicated that they understand the purpose of their lessons. Since ESY began middle school respondents (60%) reported that their assignments seem to be more individualized. Further indication of individualization came from the response by students at both schools that they do more work on their own since ESY began. Also, 71% of the combined student groups indicated that they get to make more choices about their work since ESY began. One final point in reference to the students' perceptions about implementing the program: 72% of all middle school students disagreed that there is more misbehaving in their classroom since ESY was started. In summary, it appears from the students' perceptions that they like the individualized aspects of the ESY program.

Curriculum and Instruction

As indicated before, the majority of the students indicated a very positive attitude toward the individualized nature of the ESY program. This point is further confirmed in that 64% of the students felt that their assignments, learning activities, and the way they were taught were really different from the way it has been in other years. Also, 80% of the FM students and 64% of the CBM students indicated that they have more different kind of materials since ESY began. The student activity program was reported by 74% of the FM students and 63% of the CBM students to be better this year. Also, 92% of the FM students and 83% of the CBM students indicated that mini-labs gave them more opportunities to use their own talents, and abilities and follow up on their own interests. Seventy-four percent of the FM students and 64% of the CBM students indicated that they have a better chance to develop their physical and athletic skills in ESY.

Reading, spelling, art, and music were about the same as previous years. In summary, the students at FM appear to be more positively motivated by ESY than those at CBM.

Summary Statements

Teacher-Administrator Assessment

1. It could be assumed that prior study, the assessment of educational needs, and the involvement of teachers, building level administrators, students, parents, and representatives of the public were adequate for initiating the ESY Program.
2. The middle school faculties agreed that teachers, building level administrators, and outside specialists in specific subject areas had sufficient opportunity to participate in formulating goals and objectives of the new curriculum. Students, parents, and representatives of the public did not have the opportunity they should have had to participate.
3. It could be assumed from the data that a positive attitude exists concerning the goals and objectives of the new curriculum.
4. It could be assumed that the process of development of the curriculum modules was adequate; however, during the interviewing of teachers it was found that it was a confusing and misunderstood process.
5. The objectives of the modules appeared to be realistic and attainable through acceptable learning processes.
6. The FM faculty indicated that they have inadequate facilities and instructional materials to implement some of the curriculum modules.
7. One could infer from the data that the overall quality of the curriculum modules could be improved.
8. It could be assumed from the data that the faculties do not believe students can actually vacation during any given quinmester and

return without being penalized, feeling that they have missed something.

9. In comparing the ESY curriculum to the curriculum of previous years, no item in the questionnaire received a majority rating of 'not quite as good as' or 'much poorer than' previous years.
10. One could conclude from the data that the faculty of CBM is well informed of the ESY program and its objectives. There appears to be more confusion and more misunderstanding concerning the ESY Program on the part of the FM faculty.
11. One could conclude from the data that the ESY Program has not hindered the accomplishment of the middle school goals in Knox County.

Student Assessment of ESY

1. The majority of students indicated they understood the ESY Program.
2. The FM students indicated that learning is more fun and they are happier in school since the ESY program began. This feeling did not exist at CBM.
3. The majority of students indicated that they like the quinmester plan for school attendance.
4. Since ESY began the students reported that their assignments seem to be more individualized.
5. The students indicated that they have more different kinds of materials since ESY.
6. A substantial majority of the students felt that the mini-labs gave them more opportunities to use their own talents and abilities and follow-up on their own ability.
7. A majority of the students indicated that they have a better chance

to develop their physical and athletic skills in ESY.

8. The students reported that reading, art, spelling, and music were about the same as previous years.

General Recommendations

1. The curriculum modules should be clarified with all faculties concerning their relationship to the total curriculum.
2. The curriculum modules should be tested in the school with an evaluation process developed to obtain the following:
    a) relevance of objectives
    b) time span of module
    c) materials needed
    d) pre-assessment of students
    e) post-assessment of students
    f) arriving at a grade
3. In-service days dealing with orienting the teachers to the expectations of ESY, and how to use the curriculum modules.
4. Establish group guidance sessions dealing with particular problems shared by some students.

E. ASSESSMENT OF THE CURRICULUM IN THE HIGH SCHOOL

Robert Howard

Teacher-Administrator Assessment of ESY at Farragut High

Approximately 82 percent of the faculty (teachers and administrators) at Farragut High School completed the questionnaires from which the information for this section was drawn. Teachers and administrators generally support the ESY program. The ESY program has provided those involved a model from which to implement the goals, objectives, and modules.

Teachers felt that they were not consulted about whether or not the program should be initiated in the school system (for statistics, see Table A-1, Appendix A). Teachers were more concerned about being personally involved when determining the feasibility of trying out ESY. However, they are supportive of the ESY program, but would have preferred to have been more involved in the decision-making process leading to its initiation. Greater involvement in the preliminary feasibility studies might have changed this response to a more positive one. The teachers want to see the ESY program become effective, therefore, they supported and participated in the program at the high school by forming a committee to monitor the ESY program and its evaluation.

Teachers and administrators felt there was a proneness for experimentation and innovation to be accepted in the Farragut area which enhanced the readiness for ESY to be attempted in that area. The questions on the "Teacher-Administrator Assessment of ESY Curriculum" do not answer the questions of whether or not students, parents, and representatives of the public should have been involved in the decision to try out ESY, but rather that they were not involved in this decision. Administrators constituted the group of school personnel most involved in the decision to implement the ESY program in the Farragut area.

Teachers were interested in writing new curriculum modules rather than adopting plans developed by other school systems. However, the brief time span for writing these goals and objectives and designing the first curriculum modules was insufficient.

The teachers and administrators felt that the groups involved sufficiently in deciding the goals and objectives for the new curriculum modules were the teachers, administrators, and outside consultants. The groups which had little, if any, input into developing the modules were students, parents, and representatives of the public.

Teachers were involved in the preparation of the modules and, perhaps as a result, are supportive of the goals and objectives of the new curriculum. Most teachers felt that the current stated goals accurately represent the new program. Seventy-one percent of the teachers see the goals and objectives as being attainable and realistic through acceptable learning processes. Eighty-seven percent of the teachers want teachers within their system to write the goals and objectives as opposed to having them written by outside consultants.

A majority of the Farragut High School faculty felt that teachers, administrators, and curriculum consultants had appropriate input in writing the curriculum modules. The FH faculty felt that students, parents, and representatives of the public were not appropriately involved in developing the content of the curriculum modules. Seventy percent of the teachers agreed that the guidelines for writing the modules needed to be improved. Those writing the modules often did not receive complete guidelines until after they had written the modules, and they felt that the guidelines were often inadequate and created weaknesses or problems in the modules themselves. Suggestions were made in interviews with the FH faculty that a more standardized set of guidelines was needed, and progress was being made toward this end during the writing of the latest modules. The teachers and administrators felt that the modules contained behavioral objectives directly related to the general objectives supported by the Knox County Schools.

Teacher Assessment of ESY at the High School

A high percentage of Farragut High School teachers wrote the modules being used there, and therefore they appear to be positive toward the modules because of their active involvement. Most of the teachers felt the objectives specified in the modules were realistic and attainable through acceptable learning processes (statistics appear in Table A-2, Appendix A). More time needs to be devoted to it to adequately complete module development. A suggestion was made in an interview that the modules be more standardized, so that it would not appear that a given module was the work of one teacher only. It was suggested that in mathematics, for example, it was often difficult to complete the modules by the scheduled time because of varying student achievement.

Seventy-six percent of the teachers felt the modules contained objectives which were representative of all levels in the cognitive domain. It was more difficult to determine the degree of achievement of the objectives related to student attitudes, values, interests, and appreciation; however, most teachers agreed that the modules contained objectives related to these areas. Fewer teachers felt that there was as much emphasis on the affective domain as there was the cognitive domain, although a majority felt that the affective domain was sufficiently covered in the modules.

There existed strong agreement among the teachers that their school did not have the physical facilities that would enable them to attain some of the objectives contained in the modules they had used.

The mere use of the modules did not specifically enhance the implementation of individualized instruction in the classroom. Concerning the individualizing of instruction, the use of the modules is not as relevant a factor as what the teachers were doing in their classrooms before ESY. They felt that the modules they used offered materials and activities suitable for a variety of student abilities, interests, and learning styles, and the incorporation of these activities by the teachers helped the students to achieve the stated objectives. For successful implementation of the activities mentioned in the objectives, teachers need to have ready access to instructional materials. Half of the responding teachers felt that instructional materials were available, while half of the teachers felt that they did not have sufficient materials in their school. The individual perceptions of what a teacher needs in the way of materials may vary.

Sixty-eight percent of the teachers felt that the suggestions and content of the curriculum modules provided guidance for most of their daily activities in the classroom. Teachers felt the modules should contain more pretesting of each student to assess his present level of functioning. Sixty-three precent of the teachers felt that the modules they had tried provided adequate instruments and/or guidelines for assessing the accomplishments of the objectives by the students. Inconsistency of the requirements in some of the disciplines suggests that more effort needs to be made to provide adequate testing. Teachers are using the suggestions for evaluation of students' work included in the modules, however, the suggestions for pretests need to be improved.

Sixty-four percent of the teachers felt there was a need for greater effort to inform students regarding the operation of the ESY program and the objectives of the new curriculum. However, when students were asked this question, eighty percent of those in high school thought they had received enough information to help them understand the operation of the ESY curriculum.

Teachers and students both felt that summer attendance should be voluntary. Sixty-nine percent of the students stated that they would not be willing to attend the quinmester assigned to them if the opportunity to choose quinmesters had to be dropped. Although only 8.7 percent of the students who responded to the student assessment instrument had attended the 1974 summer quinmester, 16 percent of this sample stated they planned to attend the 1975 summer quinmester. A majority of the students who attended the 1974 summer quinmester were able to get the classes they wanted to take. Also, sixty-six percent stated that they liked the quinmester system better than the traditional nine-month school system.

Teachers did not see a more positive attitude toward school in their students as a result of the new curriculum. This does not indicate that students had a more positive attitude toward school under the old curriculum, but rather that the curriculum may not be a crucial factor in the students' attitudes toward school.

Teachers did not feel that the student peer group was being affected adversely as a consequence of students taking vacations at different times. Students also did not feel that extracurricular activities were being affected by the ESY program. In fact, as a result of entering and leaving school at different times of the year, students often found it necessary to make new friends, and they were pleased to have this opportunity.

Eighty percent of the teachers felt that the ESY curriculum has created a need for more academic and personal guidance and counseling for students. However, sixty-two percent of the students did not feel they needed more counseling under the ESY program.

Considering the completed modules, only fifty-eight percent of the teachers were satisfied that they could really be offered non-sequentially. Perhaps this would depend on the discipline or subject matter.

Fifty-two percent of the students and fifty-six percent of the teachers felt that students can actually vacation during any given quinmester and return without being penalized, that is, feeling that they had missed something. Many of the teachers are concerned that in one class they may have students who are working on two or more different modules. Most of the teachers felt positive toward the ESY program as compared to the previous program (see Table A-7, Appendix A).

Student Assessment of ESY at the High School

A random sample of Farragut High School students was identified in October 1974 to respond to a series of questions concerning ESY. Information for this report was provided by the 150 students, or about 10 percent of the FH student body, who completed questionnaires.

Even though ninety percent of the students responding felt that they had little input into the goals and objectives of the ESY program, forty-four percent felt that they should not have been involved in developing these goals and objectives (see Table A-8, Appendix A). The students felt that they had received enough information concerning the ESY program to understand the operation of the quinmester system. A majority of the students felt that summer attendance should not be required, but should be voluntary.

The quinmester system did not appear to help or hinder students in planning their vacations (this suggests that possibly the students themselves do not plan their own vacations). Seventy-five percent of the students responding plan to get a job during their 'vacation' quinmester.

There has not been a change in students' learning as a result of the ESY program; only 31 percent of the students feel they are learning more as a result of the new curriculum. Students feel that they have a greater choice of subjects under ESY. There are more modules from which to choose within the required courses. Students perceive the modules as being organized around a set of definite objectives that have measurable outcomes and these goals are stated by the teacher in a particular course. Students do not think that ESY has affected their opportunities to work on learning materials at their own individual pace. But students stated that they are able to choose for themselves more of the activities that will enhance their learning. The students are not necessarily using more learning materials this year than they did last year, although they have had no difficulty in obtaining the needed materials.

Students are receiving more tests this year as a result of the ESY Program, because the courses have been segmented into smaller units which last nine weeks. Thus there is an opportunity for more feedback mechanisms built into the ESY program. Students spend the largest amount of their time each day listening to the teachers, and the least amount of their time each day hunting for materials and talking individually with teachers, aides, or other students about their work.

Students were divided in their feelings that they could vacation at different times without missing something. Most of the students were able to get the classes they wanted during the second quinmester. Students like the quinmester system better than the traditional nine months system. Under ESY students felt they were not learning more about careers and jobs. When students find it necessary to make new friends as a result of entering and leaving school at different times, they apparently enjoy it. Extracurricular activities are not affected by the ESY program. Although only 8.7 percent of the students who responded to the student assessment instrument attended the Summer 1974 quinmester, 16.1 percent of these students plan to attend the Summer 1975 quinmester.

Limitations of the Data

The following are examples of conditions or factors which render many questions inconclusive:

1. Part of the program was initiated before the extended school year concept emerged, e.g., the use of quinmesters for incorporation of various curriculum segments. The ESY was an extension of many ongoing curriculum activities.

2. All faculty were answering questionnaires from different frames of reference. The module writer would possibly respond differently than the nonmodule writer.

3. A small percentage of students returned questionnaires because the students took the questionnaires home.

4. Because this was a new program, different teachers had unequal access to information about its operation. This could have influenced the questionnaire responses. There should have been a category to further classify respondents such as module writer, non-writer, not familiar with goals and objectives of Knox County schools, don't know, etc.

5. These responses represented teachers' perceptions and do not necessarily represent reality in some instances.

In spite of these limitations, much useful data has resulted from the ESY evaluation.

Summary

Farragut High School teachers and administrators strongly supported the ESY Program. The implementation of the goals, objectives and curriculum modules of the ESY Program provided a welcome model for curriculum improvement. Secondary teachers felt that they were not sufficiently consulted concerning the decision to initiate the ESY Program. Administrators were more involved in the decision to try out the ESY Program. Both teachers and administrators felt that students, parents, and the public were not appropriately involved in the initiation of the ESY Program.

Teachers and administrators at FH were supportive of the decision to begin ESY by writing a new curriculum in most subject areas rather than adopting plans developed by other school systems. They agreed that the time span available for writing goals and objectives and designing the first curriculum modules was insufficient. Teachers, administrators, and outside specialists in curriculum development were involved in the formulation of the goals and objectives for the new curriculum. Students, parents, and the public did not have enough opportunities to participate in formulating the goals and objectives. Teachers and administrators are supportive of the goals and objectives of the new curriculum, and feel that they are realistic and attainable.

Teachers and administrators agreed with the decision to have individual teachers within the system write the curriculum modules, and both groups felt that the module writers needed improved guidelines. Again, teachers, administrators, and outside curriculum specialists had more input in developing and/or approving the content of the curriculum modules than did students, parents, and the public.

A majority of the FH teachers believe that the ESY curriculum objectives (a) are realistic and attainable through acceptable learning processes, (b) are adequately sequenced, (c) contain items representative of all levels in the cognitive domain, and (d) are related to student attitudes, values, interests, and appreciation. More time needs to be allotted in order to complete the modules within the given time period.

Concerning the content of the modules, most teachers felt that (a) the module writer consulted current references, (b) the modules offer materials suitable to student abilities, interests, and learning styles, and (c) the students can achieve the stated objectives. Teachers felt that the new modules, in and of themselves, did not insure more individualization of instruction.

Inadequate physical facilities often hindered the achievement of the objectives contained in the modules. Teachers were divided concerning assessment of their access to instructional materials. The content of the modules provided guidance for most teachers in determining daily activities for their students.

Teachers made extensive use of the suggestions contained in the modules for the evaluation of students' work; however, the pretests to determine the students' present levels of functioning need improvement.

Concerning students, teachers felt: (a) that students need to be better informed regarding the operation and objectives of the curriculum, (b) that summer attendance should be voluntary, (c) that the attitude of students toward school has not been affected as a result of the new curriculum, (d) that students need more academic and personal guidance, and (e) that the student peer group is not adversely affected as a result of taking vacations at different times.

Data were inconclusive as to the extent that modules can be offered non-sequentially. This depends on the discipline or subject matter. A little over half of the teachers believe that students can vacation during any given quinmester and return without being penalized. Teachers are concerned that there may be a time when students in the same class will be working on two or more modules. Most teachers felt positive toward the ESY program as compared to that of previous years.

Recommendations

1. Permanent monitoring committee composed of teachers, administrators, parents.
2. Each department should get together after program has been in effect one year, and as a group make changes in each module as the need appears.
3. Study and make recommendations for improving the county guidelines used for writing the modules.
4. Improve modules to reflect inter-disciplinary approaches.
5. Set up committee to reevaluate curriculum modules at least once a year in order to keep disciplines from splintering off, and to maintain a unified whole.
6. Keep alive a spirit of innovation provided by the ESY venture by bringing in textbook representatives and content specialists, etc., to emphasize flexibility in curriculum design.

F. ADMINISTRATIVE STRUCTURE AND PROFESSIONAL DEVELOPMENT

John T. Lovell

Introduction

The purpose of this segment of the evaluation is to give a preliminary report on the effort to describe and evaluate the orientation and professional development program that was provided for professional personnel involved in the Extended School Year Program. The report will also discuss findings which describe the effect of the new program on the administrative organization of the Knox County School System.

Any time an attempt is made to describe and evaluate anything it is necessary to proceed from a theoretical frame of reference. Such a framework gives direction to the collection and interpretation of data and the evaluation of findings. The description and evaluation of the program was based on the following considerations:

1. Changes in curriculum, instructional programs, and schedules have important implications for the continuing program of orientation and professional development of the staff as well as the administrative structure of the educational organization.
2. Teachers, supervisors, and administrators have human needs, and therefore, have needs for security, belonging, affection, recognition, and job satisfaction.
3. During periods of change in either the curriculum or the organizational structure of a school system, the needs of personnel are intensified and more difficult to meet.
4. Curriculum changes often call for personnel to develop new understandings, attitudes, conceptual skills, technical skills, and human skills.

5. Changes in the organizational structure often require personnel to develop new understandings, attitudes, conceptual skills, technical skills, and human skills.
6. It is the responsibility of the educational organization to help organizational members to develop the new skills that they need.
7. Teachers, supervisors, and administrators have worth and dignity and should be treated with respect.
8. Teachers, supervisors, and administrators have a right to participate in organizational decisions which affect them.
9. Teachers, supervisors, and administrators will respond candidly to questions about curriculum and organizational changes when the response is anonymous and they are assured that only persons on the survey team will see how an individual responds.

The findings presented in this report are based on data collected from interviews with most of the administrators and supervisors that work in the Farragut cluster of schools. In addition, a small number of teachers from the five Farragut area schools were interviewed. All teachers, administrators, and supervisors that work in the Farragut schools were asked to respond to the "Decision Point Analysis" * instrument and the "Opinionnaire for Teachers and Administrators." ** The response was close to 100 percent. The administration of the Knox County School System was most cooperative and helpful in the data collection. The administrators helped arrange for the interviews, administration of the instruments, and provided a wide variety of documents about the ESY Program.

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* This instrument was originally designed by Dr. Glenn Eye of the University of Wisconsin. The original format was used but decision items were changed to accommodate the purpose of this study.

** Copies of both instruments appear in Appendix B.

Staff Orientation and Development

The program of staff orientation and development is assumed to be the provision of engagement opportunities for teachers and administrators that will help them develop attitudes, understandings, technical skills, and human skills that will improve their effectiveness as participants in the ESY Program. Since the programs for teachers and administrators were different, they will be presented separately.

Administrators and Supervisors

Many approaches were used to prepare administrators for participation in the Extended School Year Program. A very limited number of principals were involved in the comprehensive and intensive feasibility study. This was helpful for the principals that were involved, but little was done to keep other principals informed about the study as it developed.

After the decision was made and announced that the Knox County School System would implement an extended school year in the schools in the Farragut area, the program for principals really got underway. First, there was a meeting for all administrators in the Farragut area for the purpose of explaining the program and giving all personnel a chance to ask questions. At this point details of the program had not been developed, so answers were not readily available. A meeting was also held for all professional personnel in the Farragut area. A very large number of questions about the new program came out of these meetings. These questions became a focus of study for the Administrators' Committee. They carefully identified questions and problems about the proposed program and worked out answers and solutions which were carefully communicated to teachers and other personnel. Evidence from the interviews indicated that working on the Administrators' Committee constituted the most important program of orientation and development for administrators and supervisors.

Other programs for administrators and supervisors included an observation visit to Dade County Florida, and representation at various seminars throughout the Nation that were discussing year-round education.

Supervisors and administrators also had an opportunity to participate in curriculum development projects for each subject area. School System personnel made the decision to redesign the curriculum along with the implementation of the ESY. This required a new statement of goals and objectives for each subject at each grade level. It also required a statement of the program for the achievement of these objectives. These programs were called modules, and teachers were hired to write them. Participation in these curriculum projects was a critical part of the in-service education program for administrators and supervisors.

In general, the administrators have a positive feeling about the professional development program for ESY. When presented with this item on the "Opinionnaire for Teachers and Administrators", approximately 73 percent said the goals for the program were clear always or almost always. One-half of the administrators indicated the program helped them develop the skills they needed to participate in ESY, and two-thirds said the program continues to help always or almost always. The principals saw the program of professional development as an important source of ideas for participation in ESY before it started, and feel that it is still providing ideas. Sixty-four percent felt that the program was closely related to their needs always or almost always. No principal indicated very seldom or never. About 73 percent of the principals said that they had a significant part in planning the program of professional development never, very seldom, or sometimes. In view of the other responses, this is a very negative response. The evidence is that principals did not feel that they had a significant part in planning the program of professional development.

Teachers

Many approaches were used to prepare teachers for participation in ESY. Two teachers were involved in the feasibility study for ESY; but, in general, teachers were not involved in the decision to implement ESY in the Farragut area. After the decision had been made, teachers did become involved. General orientation sessions were held at both the county level and the local school level. At the first meeting many questions were asked, but there were very few answers available. Later the Administrators' Committee did develop answers to most of the questions, and these were communicated to the teachers.

In-service education meetings were held at the local schools to give teachers an opportunity to learn about the new program and to become acquainted with the new materials. A special three day in-service program was held for teachers of the Summer quinmester.

Many teachers had opportunities to participate on the curriculum development committees for the various subject areas and to write modules. Evidence from the interviews indicated that this was an important factor in the orientation and development program for these teachers. It is unfortunate that more teachers did not participate in these activities.

The program of orientation and professional development was not as well planned and formalized as it migrt have been. Much was left to the discretion of the administrators at the local schools, and this caused significant differences in the quantity and quality of the programs. There was also limited time between the decision and the program implementation. This put a great burden on all involved in the program. It was difficult to do the necessary curriculum development and to get the modules ready in time for teachers to really prepare for the start of the program. In some cases, teachers did not see the modules until the first day of classes and even later. Some of the modules were not well written, but there was no time for revision. In some cases, teachers were unsure about the use of the modules and used them as "teaching units" rather than as sources of ideas, materials, and procedures for achieving certain objectives, as had been intended by the administration. There is still considerable confusion and dissatisfaction with the modules, and there is a strong need to provide for continuous evaluation and revision.

Primary teachers. According to data from the "Opinionnaire for Teachers and Administrators," about 42 percent of the primary teachers indicated that the goals of the professional development program for ESY teachers were clear always or almost always. The rest of the teachers responded that they were clear only sometimes, very seldom, or never. This is basically a negative response and strong indication that steps need to be taken to develop teacher awareness of what the system is trying to achieve through the in-service education program.

Only 37.1 percent of the primary teachers felt that the in-service program for ESY helped them develop the skills and understandings needed for participation in ESY always or almost always, and 41.3 percent indicated that the program continues to help them.

Less than one-third of the teachers said the program of in-service inspired them to participate in ESY always or almost always, and less than one-third said the program was always or almost always an important source of ideas for participating in ESY. Only about 27 percent of the teachers indicated that the program was closely related to their needs for effective participation in ESY always or almost always.

It is significant that more than 50 percent of the teachers indicated that they had a part in planning the in-service program for ESY very seldom or never. This may be a factor in the generally negative reaction of teachers to the in-service education program.

Middle school teachers. For purposes of discussion, responses of always or almost always are considered positive; and responses of sometimes, very seldom, or never are considered negative. Less than 50 percent of the middle school teachers felt positive about the clarity of the goals of the professional development program for ESY. About 36 percent of the teachers felt positive about the program's help in the development of relevant skills and understandings, but almost 48 percent felt positive about the continuing program to help them develop needed skills and understandings. It may be that teachers did not have a chance to get ready for the program because of the lack of time; but as the program moved along, they felt they were getting the needed help.

Thirty-six percent of the middle school teachers felt positive about the inspirational value of the pre-program, and 34 precent felt the program continued to inspire them. Thirty-five and seven tenths percent of the teachers felt positive about the "pre-program" of professional development as a source of ideas, but 42.5 percent felt that the program continues to be an important source of ideas that helps them participate in ESY. Only 43.1 percent felt positively that the program was closely related to their needs for effective participation in ESY.

Only 23.6 percent of the teachers felt positive about their participation in planning the program. This is a low feeling of involvement and deserves further study.

High school teachers. Less than one-fourth of the high school teachers responded positively about the clarity of the goals of the professional development program for ESY. Seventy-two and seven-tenths percent of the high school teachers reacted positively when asked if the professional development program helped to develop the skills and understandings needed for ESY; but, only 23.6 percent said the program continues to do this.

Only 20 percent indicated positively that the "pre-program" inspired participation in ESY, and about the same number said it continues to inspire participation.

It is very important that only 14.5 percent of the high school teachers indicated positively that the program of professional development was an important source of ideas for ESY, and only 16.4 percent said it continues to be. It appears that the program is just not reaching the bulk of the teachers. Only 10.0 percent of the teachers indicated positively that the program was closely related to their needs for effective participation in ESY.

Twenty-five percent of the high school teachers indicated a positive feeling about their involvement in planning the program. This is about the same as the responses of the primary and middle school teachers.

Summer participants and non-participants. In general, the Summer participants had a much more positive reaction than the non-participants. The clarity of the goals for the in-service program was about the same for both groups, but 38.5 percent of the Summer participants responded positively that the professional development program helped them develop the skills and understanding they needed, compared to only 27.2 percent for the non-participants. The groups were about the same in their reaction to the on-going program for skill development.

Again, the participant group responded more positively that the program inspired them to participate in ESY (34 percent to 27.6 percent). But, as far as continuing inspiration, the groups were about the same. The participant group responded more positively (35.8 percent) that the program of professional development was a source of relevant ideas than the non-participant group (25.9 percent).

Thirty-seven and seven tenths percent of the participant group responded that they always or almost always had a significant part in planning the program, compared to only 20.9 percent of the non-participants that felt this way.

The relatively positive reaction of the Summer participants is probably at least partly a function of their involvement in the program not only as teachers, but also as members of curriculum committees and module writers. But, there are probably other selective factors at work, such as general attitudes, that might help explain the differences.

Organizational Structure

For the purposes of this study, organizational structure included consideration of the following factors:

1. Teacher, supervisor, and administrator role changes as a result of ESY
2. Authority structure
3. Decision-making processes

4. Communication in the organization
5. Technical and psychological support for professional staff
6. Staff satisfaction.

Organizational Roles

Most of the involved administrators and supervisors have a clear understanding of their role in implementing the ESY program. This was apparent from the interviews which were conducted with these individuals. On the "Opinionnaire for Administrators and Supervisors," 100 percent indicated that they had a clear understanding of their role and the role of others in ESY always or almost always. They also feel competent to participate in ESY. Eighty-one and three tenths percent indicated that they feel this way always or almost always. Ninety-three and eight tenths percent indicated always or almost always that their fellow workers have the competence to participate in ESY.

Eighty-six and seven tenths percent of the administrators and supervisors indicated always or almost always that system policies for ESY are so clear that they can fulfill their responsibilities with little frustration. They also felt that they had the authority to carry out their jobs in the ESY program.

Almost all of the administrators and supervisors indicated that their jobs had changed significantly as a result of ESY. In some cases, administrative adaptations had been made that eased the situation. In other cases, the administrators felt they had made up the difference with extra work; therefore, other parts of their job were not being neglected. But a substantial number of administrators and supervisors indicated that ESY had brought on additional responsibilities that were interfering with other job responsibilities. The whole area of ESY impact on administrative and supervisory roles needs careful study.

Of the teachers, 77 percent said they have a clear understanding of their role in ESY always or almost always. Sixty-two percent indicated they understood the roles of their fellow professionals always or almost always. There is a very strong feeling of role understanding among Farragut area teachers.

The teachers definitely feel that they and their fellow workers have the needed competence to participate in ESY. Eighty-six and six-tenths percent of the teachers feel this way about themselves, and 90.6 percent feel this way about their fellow professionals.

Only 37.2 percent of the teachers felt that system policies were always or almost always so clear that they could fulfill their responsibilities with little or no frustration. According to teachers, the ESY Program calls for new approaches to teaching and new responsibilities; and there is some question about some of the new demands.

Most teachers felt that they had the needed authority to carry out their job in ESY.

Staff Satisfaction

Of the teachers, less than half (43.6 percent) feel a genuine sense of achievement from their work in ESY always or almost always. Only 30.7 percent of the teachers said that they received recognition from their administrators always or almost always, and only 34.1 percent indicated recognition from fellow teachers. Since recognition has been established as one important factor that contributes to teacher satisfaction, this finding deserves some special study.

There is little doubt that administrators and supervisors feel a sense of satisfaction from their participation in ESY. Eighty percent indicated they feel this way always or almost always. They also indicated a strong sense of recognition by the administration and teachers for their work in ESY. There is every reason to conclude that the administrators and supervisors who work in ESY have a high level of personal satisfaction.

Decision Making and Communication for ESY

The evidence indicates that the decision to implement ESY in the Knox County System and the decision to start the "pilot program" in the Farragut community were highly centralized and were made with little effort to provide for input from administrators and teachers. There was a comprehensive feasibility study. Teachers, administrators, and representatives from the community were included on the committee responsible for the study. The work was well done, but there was little effort to maintain close communication between the committee and teachers and administrators in the schools. As a result, teachers and building level administrators found out about the decision shortly before it was made public. At this point, teachers and local administrators became significantly involved in operationalizing plans for ESY and implementation.

Administrators. Sixty-eight and eight-tenths percent of the administrators indicated on the "Opinionnaire for Teachers and Administrators" that the organizational structure provided them with the opportunity for direct input in decision making and policy development for ESY always or almost always. This is a strong reaction and probably indicated the effectiveness of the Administrators' Committee as a policy-forming and decision-making unit. There is also an indication of high quality informal and formal communication between the central office and local schools that contributes to the administrators' feeling of being "in" on decisions. Evidence from the interviews and the opinionnaire would support the idea that "supervisors" are a crucial communication link between administrators in the local schools and central office personnel.

Eleven administrators from local schools and the central office responded to the "Decision Point Analysis" instrument. Sixty-three and six tenths percent responded that they either made the decision or recommended the preferred action for participation in ESY. This is a strong feeling of involvement.

It was startling to find that 81.1 percent of the administrators indicated that they either made or recommended the preferred action for the particular schools to participate in ESY. Evidence from the interviews indicated this was a "closed" decision made by the School Board. It appears there is a strong informal system of communication among the administrators in the Knox County School System.

More than 50 percent of the administrators said they made the decision for a particular person to participate in ESY.

Most of the principals feel that they either make the decision or recommend the preferred action in the following decision areas:

1. Decision to change the job description of a principal
2. Decision to change the job description of a teacher
3. Decision on the performance of a teacher

More than 50 percent of the administrators feel that they only provide information on decisions to change, plan, develop objectives and evaluate the orientation and professional development program for ESY. The administrators obviously feel these decisions are made at the central office level.

None of the administrators felt he made the decision to use the quinmester. Almost 50 percent indicated that they had no part in the decision.

In general, the administrators have a strong sense of power in decision-making. However, there is very strong agreement that they have no power on certain decisions that are made at another level of authority.

Teachers. According to data from the "Opinionnaire for Teachers and Administrators," only 29.4 percent of the teachers indicated that the organizational structure provided them the opportunity for direct input in decision making and policy development for ESY always or almost always. This is a strong indication of a feeling of powerlessness, and data from the "Decision Point Analysis" are even more revealing. Sixty-four and six-tenths percent said they had no part in the decision to participate in ESY, and 82.9 percent said they had no part in the decision for a particular school to participate.

Approximately 45 percent said they made or recommended the decision for their own participation in ESY; but more than 50 percent only provided information.

Basically, teachers felt little sense of power in the decision to change the job description of a principal or teacher, evaluate a teacher or principal, or change the ESY program. Seventy-two percent of the teachers indicated that they had no part in planning the professional development program for ESY, and 60.8 percent said they had no part in setting the objectives for the program.

Eighty-one and five tenths percent of the teachers responded that they had no part in the decision to use the quinmester plan of operation for ESY. This is an extremely high indication of lack of involvement. In view of the "mountain" of research that shows that individuals who participate in developing decisions are more likely to have the skills, understandings, and motivation to carry out those decisions, it appears the Knox County School System should examine their decision-making process.

Supervisors. Eight supervisors responded to the "Decision Point Analysis." Fifty percent of the supervisors said they had no part in either the decision for Knox County to participate in ESY or the decision for a particular school to participate. Sixty-two and five-tenths percent indicated no part in the decision for individuals to participate. Seventy-five percent of the supervisors reacted that they either had no part or only provided information for the decision to change the orientation program for ESY. But, 57.2 percent said they either made or recommended the decision on appointments to committees to develop orientation programs for ESY. In this area the supervisors show a feeling of "power" and it is probably an indication that central office administrators rely heavily on supervisors for feedback from local schools.

Seventy-five percent of the supervisors responded that they had no part or only provided information on the decision concerning who should plan the professional development program. Fifty percent of the supervisors said they either made or recommended the decision on the objectives for the professional development program, but 37.5 percent said they had no part. Supervisors felt almost the same way about their part in decisions concerning the operation of professional development programs, but 87.5 percent said they had no part, or provided information only, on decisions for program evaluation.

Seventy-five percent of the supervisors said they had no part in the decision to use the quinmester plan of operation to implement ESY.

Decisions Concerning Curriculum

The last section of the "Decision Point Analysis" dealt with decisions concerning the new curriculum developed for use in the ESY schools. Responses to those items indicated that, in general, the Knox County curriculum supervisors perceived themselves as having had a larger role in decision making with regard to the curriculum than did teachers or administrators associated with the ESY Program.

Regarding the decision to develop the new curriculum, 50 percent of the supervisors felt they had either recommended the preferred decision or made it (37.5 percent said they had actually made the decision), while only 27.3 percent of the administrators and 21.7 percent of the teachers felt they had had this level of input. More than 63 percent of the administrators said they had provided information only, and 68 percent of the teachers felt that they had had no input at all in connection with this decision.

Supervisors felt much more responsible for formulating goals and objectives for the new curriculum than did teachers or administrators. Responses in the categories 'recommend' or 'make the decision' totaled 62.5 percent for supervisors, 42.9 percent for teachers, and 27.3 percent for administrators. Forty percent of the teachers felt they had not participated at all in the formulation of goals. Almost three-fourths of the administrators responded that they had only provided information.

Supervisors claimed more responsibility for the decision to develop curriculum modules (37.5 percent said they had made or recommended the decision) than did teachers (30.1 percent) or administrators (27.3 percent). However, the supervisors as a group were widely split on this issue: 37.5 percent said they had made the decision, while 37.5 percent said they had not participated at all. The remaining supervisors felt that they had provided information only. Nearly 60 percent of the teachers responded that they had had no part in the decision to develop curriculum modules.

Apparently ESY administrators assumed the principal responsibility for deciding to employ teachers to write the curriculum modules: 45.5 percent of the administrators said they had made or recommended the decision, while 37.5 percent of the supervisors and 22.8 percent of the teachers felt that they had had the same level of input. Almost two-thirds of the teachers and more than one-third of the supervisors said they had not participated in the decision to employ teachers as module writers.

Similar proportions of supervisors (37.5 percent), administrators (36.4 percent), and teachers (33.1 percent) responded that they had recommended or made the decision concerning guidelines to be used in developing curriculum modules. Again there were significant splits within the three groups with regard to extent of participation in this decision. Almost 60 percent of the teachers and 37.5 percent of the supervisors replied that they had not participated at all in this decision, while 54.5 percent of the administrators felt that they had simply provided information.

Supervisors and teachers assumed principal responsibility for the content of curriculum modules. Responses in the 'make' or 'recommend' columns included 62.5 percent for supervisors and 48.3 percent for teachers, but only 9.1 percent for administrators. However, the pattern of 'some involved-some not involved' continued for supervisors and teachers: 37.5 percent of the supervisors and more than half of the teachers felt that they had not participated or had provided information only for the decision concerning specific content of the curriculum modules.

Almost three-fourths (73.6 percent) of the ESY teachers felt that they were able to make or recommend the decision regarding the extent to which a curriculum module was used by the classroom teacher. Yet even in this area which involves what an individual teacher does in his own classroom, nearly 20 percent of the teachers said they did not participate at all in the decision. Half of the supervisors felt they were responsible for making or recommending this decision, but 37.5 percent said they had no input. No administrator reported that he had actually made this particular decision. But 91 percent replied that they had recommended the decision or provided information.

Supervisors (62.5 percent) and teachers (59.6 percent) assumed most of the responsibility for making or recommending the decision to modify and/or revise the content of curriculum modules. Only 27.3 percent of the administrators reported this extent of participation in the decision; 63.6 percent felt that they had provided information only.

Responses to this curriculum section of the "Decision Point Analysis" indicate rather clearly that teachers, administrators, and supervisors associated with the ESY Program perceived decision making with regard to the ESY curriculum as highly centralized. High level administrators and three supervisors (primary, middle, and secondary level supervisors) at the central office formed a curriculum steering committee which was responsible for making most of the curriculum decisions; principals at the schools (the building level administrators) and content area supervisors viewed their roles as negligible in some cases, providing information only in other situations. Content area supervisors and teachers saw themselves as having more power in making the decisions regarding module content, usage, and revision than in any other areas.

Approximately one-third of the ESY teachers felt that they had participated substantially (that is, either recommending or making key decisions) in the curriculum development decisions. These undoubtedly were the teachers who helped formulate objectives and/or wrote curriculum modules. But approximately half of the teachers reported that they had not participated at all in curriculum decisions. Even in connection with the decisions that could involve teachers most closely, i.e., module revision, and extent of module usage in the classroom, one quarter of the teachers perceived themselves as having played no role.

Psychological and Technical Support for Teachers

Approximately 57 percent of the teachers responded via the "Opinionnaire for Teachers and Administrators" that when they have instructional problems, consultants with appropriate subject matter competence are on the staff always or almost always. The teachers also responded positively to the following dimensions of instructional support:

1. Instructional consultants are accessible when needed
2. The quality of supervisory services is adequate or better
3. Instructional consultants are a source of technical help
4. Instructional consultants are competent to help local schools with curriculum development and evaluation.

However, less than 40 percent of the teachers said instructional consultants are a source of new ideas for innovative programs always or almost always. The same percentage (39.1) said these consultants are a source of psychological support always or almost always; and 33.1 percent indicated they provide feedback always or almost always that helps them improve their effectiveness.

Apparently teachers view instructional consultants as accessible and technically competent, but not as sources of innovative ideas or psychological support.

These findings indicate that teachers are not wholly satisfied with the instructional support system. Going back to the section of the questionnaire on staff satisfaction, only forty-two percent of the teachers responded that they are always or almost always satisfied with the program of instructional supervision for ESY.

Summary, Conclusions and Recommendations

1. In view of the time limitations, the program of orientation and development for administrators and supervisors was remarkably effective. Basically, administrators and supervisors have very positive feelings about the program. However, there was a strong feeling that there simply was not enough time to get ready for the program. This caused a lot of problems that could have been avoided. The administrators and supervisors also indicated a lack of involvement in the planning of the professional development program. There was a definite indication the program needs to be continued as ESY continues to develop.

   It is recommended that the program of professional development for administrators be continued and extended with more emphasis on the following:

   a. Greater involvement of administrators and supervisors in planning and evaluation of program

   b. Relatively greater emphasis on needs analysis, program development, and program evaluation

   c. More structure for program

   d. More transportation of ideas among schools

   e. More opportunity for visitation of other outstanding programs

2. In general, the teachers did not react favorably to the program of orientation and professional development for teachers. There was a feeling that time was too short. They failed to get the modules early enough to prepare for their use. Many teachers are not using the modules, and some are not using them effectively. The teachers who participated on the curriculum committees and those who wrote the modules had great professional development experiences. But,

other teachers did not. These teachers felt left out of decisions related to curriculum development, and did not consider themselves ready for the program. They did not react favorably to the program of professional development on the "Opinionnaire for Teachers." They did not feel that they were involved in the planning or evaluation of that program. There is a strong indication of lack of consistency among the programs of professional development that occurred at the local school level.

The Summer quinmester participants had a much more positive reaction to ESY in general than non-participants. The participants were heavily involved, and there is a need to get the rest of the teachers involved; the program of professional development is one way to do it.

It is recommended that consideration be given to the following factors in the development of the program of professional growth for teachers:

a. Greater involvement of teachers in planning, implementing and evaluating the program

b. More emphasis on teacher evaluation of modules

c. More emphasis on teacher cooperation in the development and revision of modules

(Exploration of development, usage, and revision of modules could be the focus for an intensive professional development program.)

d. More emphasis on planning and implementing professional development programs at the local school level with greater cooperation among schools

e. More opportunities for teacher visitation of outstanding programs.

f. Continued emphasis on the evaluation of the work of the curriculum committees with "across the board" involvement of teachers in this process.

3. Administrators, supervisors and teachers feel that they have a clear

understanding of their role in ESY and the authority and competence to carry it out. However, all of the administrators and supervisors indicated that their jobs had changed substantially as a result of ESY and that there was just more to do. Some adjustments had been made; but in a substantial number of cases, administrators and supervisors were burdened by the new responsibilities and felt that they were overworked and, in some cases, forced to neglect certain aspects of their work. It is recognized that some of this was caused by the newness of the program.

It is recommended that job descriptions for principals and supervisors be carefully developed and examined in view of ESY. Adjustments should be made if necessary.

4. Administrators and supervisors feel a genuine sense of achievement and satisfaction from their work in ESY. However, only half the teachers share the same degree of satisfaction, and only a small percentage of teachers expressed the feeling that their administrators and fellow students were a source of recognition.

   It is recommended that administrators attempt to determine why teachers do not feel a very great sense of achievement, and why administrators are not perceived as a source of recognition by teachers, and then attempt to develop a definite plan for action.

5. Administrators in the Knox County School System have a strong sense of power in decision making. They feel that they are "in" on what is going on in the system. They indicated a heavy sense of involvement in decisions relating to ESY. There is evidence that this is a function of strong communication linkages that are both formal and informal.

6. Basically, data from all sources indicate that teachers felt little sense of power in decisions relating to ESY, job descriptions for teachers and administrators, curriculum development, and evaluation of teachers and administrators.

   It is recommended that a study be designed to determine more specifically why teachers felt this way, and that plans be developed to assure greater involvement of teachers in decisions which will affect their lives in such crucial ways.

7. Supervisors felt a lack of power in decisions on ESY. They even indicated a lack of power in the planning and evaluation of the program of professional development for ESY. Supervisors have a heavy stake in this program. They have worked long hours, are heavily committed, and appear to be competent.

   It is recommended that an attempt be made to find out more about the feelings of supervisors on involvement in decision-making and that an effort be made to get them more involved.

8. Teachers are not entirely satisfied with the instructional support system for ESY. They view their supervisors and other instructional consultants as competent technically, but not as sources of psychological support or feedback that would help them improve their effectiveness. These findings should be studied in connection with item #4 above since the quality of psychological and technical support for the program would certainly have a bearing on the sense of achievement and satisfaction teachers derive from their work.

G. COST ANALYSIS

George Harris and O.K. O'Fallon

A set of three instruments (see Appendix C) has been developed to collect information needed to do an analysis of costs and compare these costs--that is, the costs of the Extended School Year operation--to the three previous years. The instruments consist of the following:

A. A building level data form which includes basic information such as the name and location of the school, the grades in the school organization, and a brief description of the school instructional organization. This form also asks for teacher schedules, class enrollments, and teachers' aides' salaries.

B. A district level data form which identifies the total number of teachers in the county, number of teachers in each attendance unit in the Farragut district, the number of students in average daily membership by the county and by the units within the Farragut district, cost and size information relevant to buildings and sites, instructional space available at each attendance center, and information relating to equipment.

C. An Extended School Year Cost Analysis Breakout Chart for three fiscal years before and following the beginning of the project. Accounts included range from the twenty-one hundred (2100) series to the forty-one hundred (4100) series.

The instruments were developed and presented to the members of the school district central office for comment and criticism. Revisions were made in the instruments to make them easier to use and also to make them computer usable.

The instruments, when used by the school district, will provide data which will make it possible to answer two questions. The first, "What are the costs per pupil of the education programs under the Extended School Year as compared with the costs of the programs in the Farragut district during the three years preceding the project?" The second question: "Will increases in the operational cost of the Extended School Year Program be offset over a period of years by reduction in capital outlay costs?" The extent to which these two questions can be answered depends upon the extent to which the data requested from the school district can be supplied.

The instruments are now in the hands of the school district and the data are in the process of being collected. As the data become available, they will be subjected to computer analysis by a program very similar to the one used in the cost analysis of secondary school vocational-technical education programs recently completed by researchers from the Department of Educational Administration and Supervision and the Bureau of Educational Research and Service.

It is anticipated that the data will be available in the near future; that the computer program can be modified to receive and analyze these data; and that a progress report can be made available soon. The first progress report will include a cost comparison of the first two quinmesters with the three-year average cost preceding the beginning of the project. A second progress report will include analysis of the data from the third and fourth quinmesters compared with the three-year average and a cost of the four quinmesters compared with the three-year past history. The final progress report for the first full year of operation for the project should follow the end of the summer quinmester and relate specifically to the cost of the summer quinmester with the three-year average and then specifically to the total operation of the five quinmesters with the three-year average. The dimensions of the computer program for analyzing the data will depend to a degree upon the extent of availability of data. This can be judged with more accuracy as soon as the first full set of completed instruments is returned from the school district.

H. A SURVEY OF VOTER OPINION ABOUT THE EXTENDED SCHOOL YEAR

Jerry Kondwros

Overview

As part of the effort to evaluate the Extended School Year Program in Knox County an opinionnaire was developed and administered via mail to a sample of 383 residents of Knox County. The purpose was to survey community attitudes about the Extended School Year Program and to assess the degree of positive or negative attitudes in the community relative to certain programmatic components of the Extended School Year Program.

Sampling Technique

The sample selected was representative of two school areas within the Knox County School System. The first, identified as the Cedar Bluff-Farragut School area, contained families of students who actually participated in the Extended School Year Program. The second area included residents of the Halls Community, whose schools did not participate in the Extended School Year Program. In order to simplify further interpretation of this report, the two areas surveyed shall be identified as first, the Target Area (Cedar Bluff and Farragut Communities) and second, the Non-Target Area (Halls Community). Populations of each area were identified by voter registration records obtained from the Knox County Election Commission. Total population of the Target Area (North Cedar Bluff precinct) numbered 2,198, while the Non-Target Area (Halls precinct) reflected a total of 3,368 registered voters.

In an effort to obtain an equal sample from each area, a systematic linear random sampling technique was employed. In the Target Area every eleventh name was selected from the voter registration records, while every seventeenth name was selected from the voter registration records in the Non-Target Area. The results were: the Target Area sample equaled 191, and the Non-Target Area sample equaled 192. A copy of the cover letter and questionnaire (see Appendix D) was mailed to each person identified within the Target and Non-Target areas, creating a total sample of 383 residents.

The return response to the questionnaire totaled 42.8 percent of the 383 sampled, or a return of 163 completed questionnaires. Following this return a telephone follow-up procedure was employed as an effort to increase returns. This follow-up procedure was directed at a 20% selected sample of delinquent returnees. This method produced no additional responses. Before adequate interpretation of these data can be accomplished, it must be noted that the results incorporate some degree of sample error, due to the fact that the recommended sample size of 383 respondents for the total population of 6,566 was not achieved. The number of respondents represents some 2½ percent of the population of registered voters in the Target and Non-Target areas.

Presentation and Analysis of Data

Total Responses

The data shall first be presented as total responses from both the Target and Non-Target Areas. These data indicate the extent of agreement or disagreement of the sample relative to certain aspects of the Extended School Year as reflected on the questionnaire.

The data in this section, as well as the remainder of this report, shall be presented in the form of mean scores, frequencies and percentages. Interpretation of the mean shall be as follows:

Mean scores of 1.00 through 2.99 indicate agreement, with 1.00 reflecting strong agreement; mean scores of 3.00 through 4.00 indicate disagreement, with 4.00 indicating strong disagreement.

These results, once again, represent only 42.8 percent of the total recommended sample size of 383 respondents, but should, even in view of this limitation, provide constructive insight into the attitudes of the Knox County community about the Extended School Year. The data presented in Table III.1 combine both Target and Non-Target areas.

A one-sample chi-square test revealed that for every item on the questionnaire, the proportion of agree - strongly agree responses was significantly greater than would be expected on the basis of chance alone. The inference to be drawn is that at least this sample of the voting public is quite positively oriented toward ESY and toward educational programming of the Knox County Schools.

The statement which received the highest rating was statement G:

> 'Every high school student should have the opportunity to select or choose several courses which are of interest to him or her.'

The mean score was 1.462. Approximately 58 percent, or ninety-four respondents, were in strong agreement with this statement.

The statement to which responses were most negative was statement F:

> 'I have received as much information about the courses of study in the Extended School Year as I need to know.'

This statement possessed a mean score of 2.701 indicating slight disagreement by 42.3 percent or sixty-nine respondents. By collapsing the response percentages in the "D" and "SD" columns it was found that 58.3 percent of the respondents indicated a desire to obtain more specific information about the courses of study in the Extended School Year.

On the other hand, the general information campaign implemented to inform the community about the Extended School Year has proven very effective. The data indicate that 73.6 percent of the respondents have received enough information to know what the Extended School Year is about (Statement A).

Further examination of Table III.1 indicates the following positive community attitudes toward various supportive concepts relative to an ESY Program.

1) 89.6 percent of the respondents agreed ($\overline{X}$ = 1.604) that while the ESY may not reduce educational costs, it can provide for greater use of school buildings and relieve overcrowded schools.

2) 82.8 percent of the respondents agreed ($\overline{X}$ = 1.811) that an elementary student who works with two or more teachers in a team has more advantages than if he or she worked with only one teacher per year.
This statement could be interpreted as a positive inclination toward the team teaching and open space concepts.

3) 81.6 percent of the respondents agreed ($\overline{X}$ = 1.771) that families should select vacation seasons and not depend on the usual summer school vacation period.

4) 77.3 percent of the respondents agreed ($\overline{X}$ = 1.967) that the ESY Program should be offered to other parts of the county.

5) 73.6 percent of the respondents agreed ($\overline{X}$ = 2.129) that schools can be organized so children can return from vacations at different times without causing them special problems or hardships.

6) 72.4 percent of the respondents agreed ($\overline{X}$ = 2.067) that the Extended School Year could improve education in Knox County.

7) In addition, Table III.1 indicated that 65.7 percent of the respondents polled agree ($\overline{X}$ = 2.267) that the Knox County Schools are providing adequate educational programs for their students.

A point which bears emphasizing is that the data presented in Table III.1 indicate agreement on all ten statements presented to both Target and Non-Target Area respondents.

Target Area vs. Non-Target Area

In order to obtain more precise insight into voter opinion concerning the Extended School Year, respondents were classified as Target Area ---

TABLE III.1

QUESTIONNAIRE RESPONSES FOR THE TOTAL SAMPLE
(Including Target and Non-Target Areas)

Statements	Responses by Percentage				No Response	Mean Response
	1 SA	2 A	3 D	4 SD		
A. I have received enough information to know what the Extended School Year is about.	19.0	54.6	18.4	6.1	1.8	2.119
B. The Extended School Year can improve education in Knox County.	17.2	55.2	16.0	3.7	8.0	2.067
C. The Extended School Year Program should be offered to other parts of the county.	22.1	55.2	11.7	3.7	7.4	1.967
D. Families should be allowed to select the season they desire for vacation and not depend on the usual summer school vacation period.	36.2	45.4	9.8	2.5	6.1	1.771
E. While the Extended School Year may not reduce educational costs, it can provide for greater use of school buildings and relieve overcrowded schools.	48.5	41.1	6.1	1.8	2.5	1.604
F. I have received as much information about the courses of study in the Extended School Year as I need to know.	6.7	31.3	42.3	16.0	3.7	2.701
G. Every high school student should have the opportunity to select or choose several courses which are of interest to him or her.	57.7	36.8	2.5	1.2	1.8	1.462
H. An elementary student who works with two or more teachers in a team has more advantages than if he or she worked with only one teacher per year.	35.6	47.2	12.3	2.5	2.5	1.811
I. Schools can be organized so children can return from vacation at different times without causing them special problems or hardships.	15.3	58.3	15.3	6.1	4.9	2.129
J. The Knox County Schools are providing students with the kind of educational experience that they need.	8.6	57.1	15.3	8.6	10.4	2.267

those respondents who live in the Farragut, Cedar Bluff or Ball Camp School Areas, and Non-Target Area --- respondents living in the Halls School Area.

It should be noted that the following data represent total responses of each group, that is combined responses of both parents and non-parents in the Target Area and the Non-Target Area.

Analysis of Tables III.2 and III.3 reveals differing positive attitudes between Target and Non-Target Area respondents. The statement which received the highest level of agreement was item G: students should have the opportunity to select or choose several courses which are of interest. In total, 95.6 percent of the Target Area respondents indicated agreement ($\overline{X}$ = 1.425) and 93.2 percent of the Non-Target Area respondents also agreed ($\overline{X}$ = 1.507). The statement which received least agreement from both groups was item F indicating that respondents have received as much information about the ESY courses of study as they need to know. Only 42.7 percent of the Target Area respondents indicated agreement ($\overline{X}$ = 2.624) with this statement, as compared to 32.5 percent of the Non-Target Area respondents ($\overline{X}$ = 2.792).

Chi-square statistics significant at the .01 level indicate that Target Area respondents are much more positive than those in the Non-Target Area about the following three statements which are supportive of the Extended School Year:

1) Statement E - While the ESY may not reduce educational costs it can provide for greater use of school buildings and relieve overcrowded schools.

Almost 96 percent of the Target Area respondents agreed ($\overline{X}$ = 1.483), while 82.4 percent of the Non-Target Area respondents agreed ($\overline{X}$ = 1.750).

This statement ranked second in both groups in terms of the percentage of respondents in agreement and positive group means.

2) Statement D - Families should be allowed to select the season they desire for vacation and not depend on the usual summer school vacation period.

TABLE III.2

RESPONSES BY PERCENTAGE FOR TARGET AREA (CEDAR BLUFF, FARRAGUT, BALL CAMP) AND NON-TARGET AREA (HALLS OR OTHER).

(Combines Both Parent and Non-Parent Respondents in Each Area)

	Response by Percentage *							
	Target Area				Non-Target Area			
Statements	1 SA	2 A	3 D	4 SD	1 SA	2 A	3 D	4 SD
A. I have received enough information to know what the Extended School Year is about.	25.8	51.7	14.6	5.6	10.8	58.1	23.0	6.8
B. The Extended School Year can improve education in Knox County.	20.2	58.4	13.5	----	13.5	51.4	18.9	8.1
C. The Extended School Year Program should be offered to other parts of the county.	21.3	65.2	7.9	----	23.0	43.2	16.2	8.1
D. Families should be allowed to select the season they desire for vacation and not depend on the usual summer school vacation period.	34.8	53.9	5.6	----	37.8	35.1	14.9	5.4
E. While the Extended School Year may not reduce educational costs, it can provide for greater use of school buildings and relieve overcrowded schools.	52.8	42.7	2.2	----	43.2	39.2	10.8	4.1
F. I have received as much information about the courses of study in the Extended School Year as I need to know.	9.0	33.7	37.1	15.7	4.1	28.4	48.6	16.2
G. Every high school student should have the opportunity to select or choose several courses which are of interest to him or her.	59.6	36.0	1.1	1.1	55.4	37.8	4.1	1.4
H. An elementary student who works with two or more teachers in a team has more advantages than if he or she worked with only one teacher per year.	36.0	47.2	11.2	3.4	35.1	47.3	13.5	1.4
I. Schools can be organized so children can return from vacations at different times without causing them special problems or hardships.	18.0	59.6	14.6	3.4	12.2	56.8	16.2	9.5
J. The Knox County Schools are providing students with the kind of educational experience that they need.	5.6	57.3	13.5	10.1	12.2	56.8	17.6	6.8

* Target Area and Non-Target Area rows may not equal 100% due to the exclusion of non-respondents.

TABLE III.3

MEAN RESPONSES FOR TARGET AREA (CEDAR BLUFF, FARRAGUT, BALL CAMP) AND NON-TARGET AREA (HALLS OR OTHER).

(Combines Both Parents and Non-Parents in Each Area)

Statement	Mean Responses	
	Target Area	Non-Target Area
A. I have received enough information to know what the Extended School Year is about.	2.00	2.260
B. The Extended School Year can improve education in Knox County.	1.927	2.235
C. The Extended School Year Program should be offered to other parts of the county.	1.857	2.104
D. Families should be allowed to select the season they desire for vacation and not depend on the usual summer school vacation.	1.690	1.870
E. While the Extended School Year may not reduce educational costs, it can provide for greater use of school buildings and relieve overcrowded schools.	1.483	1.750
F. I have received as much information about the courses of study in the Extended School Year as I need to know.	2.624	2.792
G. Every high school student should have the opportunity to select or choose several courses which are of interest to him or her.	1.425	1.507
H. An elementary student who works with two or more teachers in a team has more advantages than if he or she worked with only one teacher per year.	1.816	1.806
I. Schools can be organized so children can return from vacations at different times without causing them special problems or hardships.	2.035	2.243
J. The Knox County Schools are providing students with the kind of educational experience that they need.	2.325	2.203

This statement ranked 3rd in both groups in terms of the percentage of respondents in agreement. A total of 88.7 percent of the Target Area respondents agreed ($\overline{X} = 1.690$), as opposed to 72.9 percent of the Non-Target Area respondents ($\overline{X} = 1.870$).

3) Statement C - The Extended School Year Program should be offered to other parts of the county.

While 86.5 percent of those respondents who live in the Target Area favored this statement ($\overline{X} = 1.857$), only 66.2 percent of the Non-Target Area respondents agreed ($\overline{X} = 2.104$) to this idea.

It seems worthy of note that a substantial majority of both Target and Non-Target Area respondents is in agreement with every statement except that dealing with the need to know more about ESY courses of study.

Respondents Whose Children Attended Farragut, or Cedar Bluff Schools vs. Respondents Whose Children Attended Halls, Ball Camp or Other Schools.

The data presented in Table III.4 represent the mean attitudinal scores of parents whose children attended those schools participating in the Extended School Year Program, i.e., Farragut and Cedar Bluff Schools, as compared to those parents whose children attended schools other than those participating in the Extended School Year, i.e., Ball Camp, Halls.

In general, the data revealed that respondents whose children participated in ESY had a more positive attitude toward that program than those whose children attended other Knox County Schools. Differences between the two groups were statistically significant on only two statements, however. ESY parents were much more committed (chi-square significant at .01 level) to the belief that the Extended School Year can improve education in Knox County (Statement B) than were non-ESY parents. A chi-square value significant at the .05 level indicated that ESY parents also believed more strongly than non-ESY parents that ESY could provide greater use of school buildings and relieve overcrowded schools (Statement E).

TABLE III.4

MEAN RESPONSES FOR THOSE WHOSE CHILDREN ATTENDED FARRAGUT OR CEDAR BLUFF SCHOOLS vs. THOSE WHOSE CHILDREN ATTENDED HALLS, BALL CAMP OR OTHER SCHOOLS.

Statements	Mean Responses	
	Respondents whose children attended ESY schools	Respondents whose children did not attend ESY schools
A. I have received enough information to know what the Extended School Year is about.	1.814	2.182
B. The Extended School Year can improve education in Knox County.	1.905	2.344
C. The Extended School Year Program should be offered to other parts of the county.	1.977	2.219
D. Families should be allowed to select the season they desire for vacation and not depend on the usual summer school vacation period.	1.833	1.970
E. While the Extended School Year may not reduce educational costs, it can provide for greater use of school buildings and relieve overcrowded schools.	1.605	1.879
F. I have received as much information about the courses of study in the Extended School Year as I need to know.	2.610	2.818
G. Every high school student should have the opportunity to select or choose several courses which are of interest to him or her.	1.465	1.576
H. An elementary student who works with two or more teachers in a team has more advantages than if he or she worked with only one teacher per year.	1.767	1.788
I. Schools can be organized so children can return from vacation at different times withoug causing them special problems or hardships.	2.048	2.344
J. The Knox County Schools are providing students with the kind of educational experiences that they need.	2.325	2.094
Total Responses	43	33

In all cases except statement J the respondents whose children attend either Farragut or Cedar Bluff Schools presented a more favorable mean score. While the difference between the two groups on Statement J was not statistically significant, it might be hypothesized that ESY parents exhibited a more negative attitude toward educational programming in Knox County schools in general, not because they are displeased by what is going on in the ESY schools (indeed all other responses indicate they are quite pleased), but because they have some doubt about what may be happening in other Knox County schools.

If the results of the present attitudinal survey can be considered valid, parents of children in Cedar Bluff and Farragut schools have developed very favorable attitudes toward the new ESY Program.

Total Response by Sex

The total sample (163) included 37.4 percent male respondents and 62.6 percent female respondents. The sex variable appeared to have little impact upon responses generally. Both male and female respondent means per statement item were compared, and on eight out of the ten statement mean scores, it was found that they varied less than .064. However, a chi-square analysis indicated that there was a significant (at the .02 level) difference between male and female responses to Statement F. Women respondents showed much stronger disagreement with this item than men, thus indicating a stronger need for information about courses of study in the ESY program.

Total Response by Age

Table III.5 provides a basis for comparing mean scores per statement item as stratified by age categories. A brief overview of this cross tabulation points out that the most favorable mean score per statement was

TABLE III.5

MEAN RESPONSES BY AGE

	18-32	33-47	48-62	63+	Total Mean Responses
A. I have received enough information to know what the Extended School Year is about.	** 2.356	* 1.948	2.028	2.000	2.119
B. The Extended School Year can improve education in Knox County.	2.125	** 2.145	1.879	* 1.833	2.067
C. The Extended School Year Program should be offered to other parts of the county.	** 2.071	1.944	1.882	* 1.741	1.967
D. Families should be allowed to select the season they desire for vacation and not depend on the usual summer school vacation period.	1.741	** 1.860	1.727	* 1.714	1.771
E. While the Extended School Year may not reduce educational costs, it can provide for greater use of school buildings and relieve overcrowded schools.	1.593	** 1.672	* 1.514	1.571	1.604
F. I have received as much information about the courses of study in the Extended School Year as I need to know.	** 2.949	2.569	2.559	* 2.333	2.701
G. Every high school student should have the opportunity to select or choose several courses which are of interest to him or her.	1.373	** 1.569	1.500	* 1.143	1.462
H. An elementary student who works with two or more teachers in a team has more advantages than if he or she worked with only one teacher per year.	** 1.864	1.810	1.800	* 1.429	1.811
I. Schools can be organized so children can return from vacations at different times without causing them special problems or hardships.	2.193	** 2.158	2.029	* 1.857	2.129
J. The Knox County Schools are providing students with the kind of educational experiences that they need.	** 2.407	2.302	2.063	* 1.857	2.267
Total number of respondents	59	58	36	10	163

* Indicates Age group in most agreement
** Indicates least agreement

found to exist in the 63+ age category. The more negative (yet in agreement) means were found in the two age categories 18-32 and 33-47.

Chi-square analysis indicated that respondents in the age groups most likely to include parents of school-age children (18-47) were more skeptical about the ability of ESY to improve education in Knox County (Statement B) than were respondents 48 years of age or older.

All age groups were most negative about Statement F; that is, they all needed more information about courses of study in the ESY Program. Respondents 63 years of age or older indicated that they had received more information about ESY courses than did any other age group; young persons 18-32 knew least about the courses of study.

Sources of Information Concerning ESY

In order to determine how respondents gained information about the Extended School Year, the following question was included on the opinionnaire:

> My major source of information about the Extended School Year Program has been from: (More than one may be marked.)
>
> 1. ☐ Community/P.T.A. meetings
> 2. ☐ Television/Radio programs
> 3. ☐ Brochures/Pamphlets
> 4. ☐ Daily Newspapers
> 5. ☐ Weekly Newspapers
> 6. ☐ Other Adults
> 7. ☐ Children

The following frequency count provides a summary of responses received. As noted in Table III.6 the absolute frequency indicates the number of respondents who marked that source of information, and the relative frequency indicates the percentage of the total represented by the frequency in each response catagory. (Percentages in the latter column do not sum to 100 because respondents could check more than one category.)

TABLE III.6

SOURCES OF INFORMATION ABOUT THE EXTENDED SCHOOL YEAR PROGRAM

Sources of Information	Absolute Frequency (number)	Relative Frequency (percent)
Daily Newspapers	107	65.6%
Television/Radio Programs	67	41.1%
Other Adults	63	38.7%
Children	45	27.6%
Brochures/Pamphlets	32	19.6%
Community/P.T.A. Meetings	30	18.4%
Weekly Newspaper	20	12.3%

Apparently the daily newspaper provided more respondents with information concerning the Extended School Year than did any other single source. This is not surprising since the volume of news stories concerning ESY has far exceeded the quantity of exposure for the program via radio and television. The interest in ESY of a retired newspaper writer has resulted in submission of more stories to local newspapers than might otherwise have been the case.

Interestingly enough, when two categories were combined, word of mouth (adults-to-adults and children-to-adults) discussion of ESY exceeded all other media in provision of information to adults in this survey sample. This suggests that the most efficient way to inform people about ESY may be through child and parent information sessions in schools.

Responses to Open-Ended Questions

In response to the open-ended question asking individuals what they like about the Knox County Schools, the following comments were received:

Likes	Frequency
Administration	
Dedicated teachers	16
Well qualified teachers/staff	8
Concerned school officials	4
Community-oriented schools	2
Concern for public opinion	2
Organization of middle school concept	1
Adequate discipline	1
Curriculum	
Vocational education opportunities/programs	10
Curriculum variety	8
Extended School Year approach	6
Individualized instruction	5
Teachers' freedom to experiment with new educational methods	4
Musical program	4
Extracurricular activities; i.e., gymnastics, band, chorus	3
New county-wide kindergarten	3
Team teaching	2
Girls athletic program	2
Drama programs	1
Career education in elementary schools	1
Speech therapy	1
Adult evening classes	1
On-the-job training at Fulton High School	1
Good sports program	1
The honor system, allowing students to check own papers	1
Ancillary Services	
Good transportation system	4
Good quality lunches	1
Facilities	
Excellent facilities	7

In summary, the most frequently mentioned positive aspects about the Knox County Schools were as follows:

1. dedicated, well-qualified teachers	24 responses
2. vocational education opportunities	10 responses
3. curriculum variety	8 responses
4. excellent facilities	7 responses
5. Extended School Year approach	6 responses
6. Individualized instruction	5 responses

Apparently, well qualified, dedicated teachers form the backbone of programs in Knox County Schools in the minds of respondents in the present survey.

In response to the open-ended question asking respondents what they do not like about Knox County Schools, the following comments were received:

Dislikes	Frequency
Policy	
Lack of discipline in schools	15
Transportation policy (must walk if live ½ mile from school)	2
Parents not informed of student's work schedule	2
Dress code for students	1
Nepotism policy	1
Corporal punishment	1
Problems in communication with the board of education	1
Younger children having to get to school earlier than older ones	1
Call school off due to snow/require make-up for snow days	1
Underpaid teachers	1
Low salaries for aides and clerks	1
Administration	
Ineffective school administrators	3
Some ineffective teachers	3
Do not think Extended School Year is good	2
Not enough information concerning Extended School Year	1
Lack of teacher support for Extended School Year	1
Placement of special education students in regular classrooms	1

Dislikes (Cont.)

Administration (Cont.)	Frequency
Lack of teacher evaluation	1
Lack of textbooks	1
Lack of "student teacher" supervision	1
No joint P.T.A. activities for parents and children	1
Lack of long range capital outlay program	1
Inadequate supervision	1
Stealing at Farragut High School	1
Social promotions	1

Facilities

Some classes too large/overcrowding	13
Archaic playground facilities	6
Overcrowding at Cedar Bluff Kindergarten	1
Too many temporary buildings	1

Curriculum

Too many programs of experimental nature	5
Lack of drug and alcohol abuse programs	5
Lack of emphasis placed on physical education	3
Lack of emphasis placed upon art and music programs	2
Guidance program in high school	2
Lack of diverse curriculum	1
Too much homework	1
Grading system of "N" and "S"	1
Lack of intramural sports program	1
Over-emphasized athletic program, including expenditures	1
No classes for academically talented	1
Worthless in-service programs	1
Under-qualified substitute teachers	1
Need for additional foreign languages	1
Need for more men teachers in primary grades	1
Some teachers' attitudes toward parents	1

Ancillary Services

Lack of quality in school lunches	5
Overcrowded buses and lack of discipline on buses	4
Leaving lights on at Cedar Bluff School day and night	2
Lack of adequate fire protection	1

In summary, the items mentioned as dislikes the greatest number of times were:

1. Lack of discipline in schools	15 responses
2. Overcrowded classes	13 responses

3. Archaic play ground equipment	6 responses
4. Lack of drug/alcohol abuse programs	5 responses
5. Lack of quality in school lunches	5 responses
6. Too many experimental programs	5 responses

Summary

In conclusion, it should be reiterated that all response means indicated general agreement. No means of 3 or 4, which would reflect disagreement, were encountered in the data. Thus, the majority of registered voters sampled in the Cedar Bluff and Halls areas have expressed quite favorable attitudes toward ESY and toward the educational experiences being provided by Knox County schools in general.

Most respondents received their information about ESY by word of mouth or from stories in daily newspapers. According to the sample, the best features of the Knox County schools are the dedicated, well qualified teachers, and the vocational education programs. Lack of discipline and overcrowding in the schools were the chief negative factors mentioned by respondents.

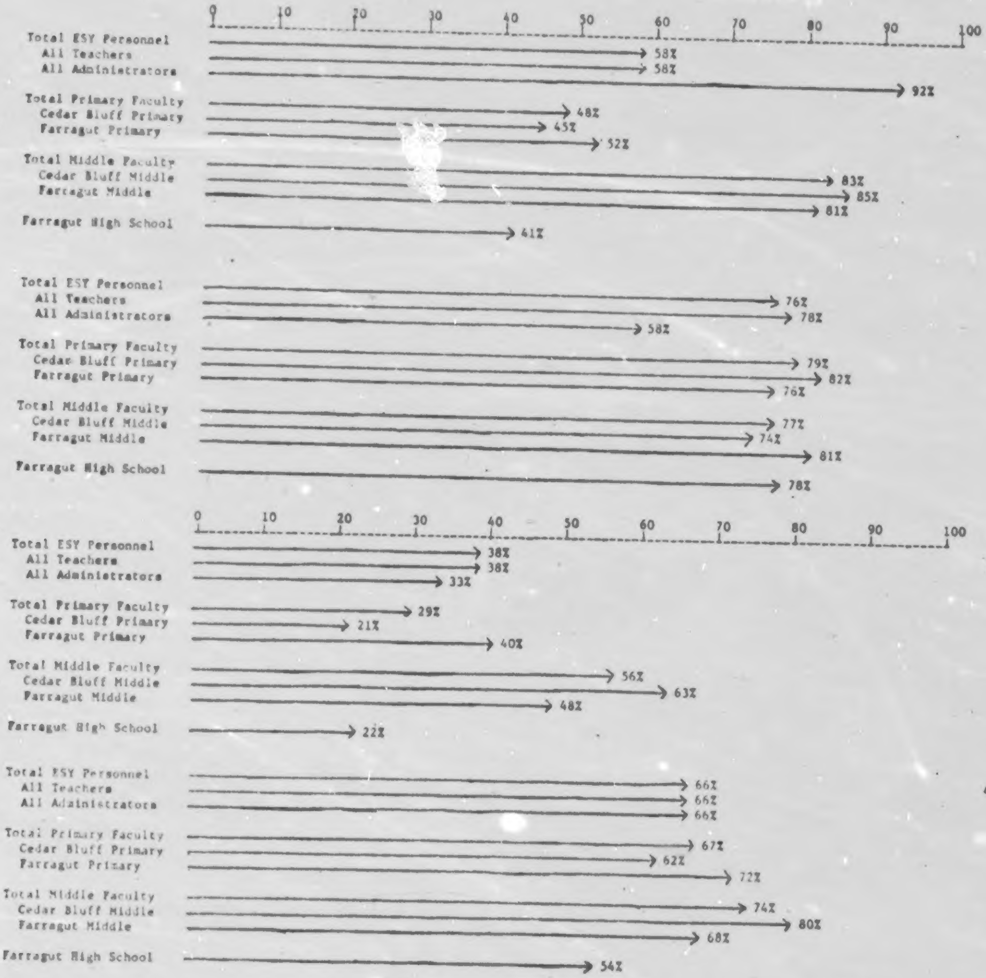
APPENDIX A

SUMMARY OF DATA FROM INSTRUMENTS DESIGNED TO ASSESS EFFECTIVENESS OF ESY PROGRAM PLANNING AND CURRICULUM DEVELOPMENT

(Instruments Designed by Curriculum Evaluation Team)

TABLE A-1

PERCENTAGES OF ESY FACULTY MEMBERS RESPONDING 'STRONGLY AGREE' OR 'AGREE' TO ITEMS IN "TEACHER-ADMINISTRATOR ASSESSMENT OF ESY CURRICULUM"



1. I am satisfied that sufficient study was undertaken to determine the feasibility of trying out the extended school year in Knox County.
2. Educational needs of the West Knox County (Farragut) area from which ESY students are drawn were an important factor in the decision to try ESY there.
3. Teachers in the Farragut area schools were appropriately involved in the decision to try out the ESY program.
4. Building level administrators in the Farragut area schools were appropriately involved in the decision to try out the ESY program.

TABLE A-1 (Continued)

5. Students in the Farragut area schools were appropriately involved in the decision to try out the ESY program.

Total ESY Personnel	44%
All Teachers	46%
All Administrators	25%
Total Primary Faculty	47%
Cedar Bluff Primary	47%
Farragut Primary	48%
Total Middle Faculty	60%
Cedar Bluff Middle	54%
Farragut Middle	67%
Farragut High School	20%

6. Parents in the Farragut area schools were appropriately involved in the decision to try out the ESY program.

Total ESY Personnel	52%
All Teachers	52%
All Administrators	50%
Total Primary Faculty	67%
Cedar Bluff Primary	61%
Farragut Primary	76%
Total Middle Faculty	66%
Cedar Bluff Middle	60%
Farragut Middle	73%
Farragut High School	18%

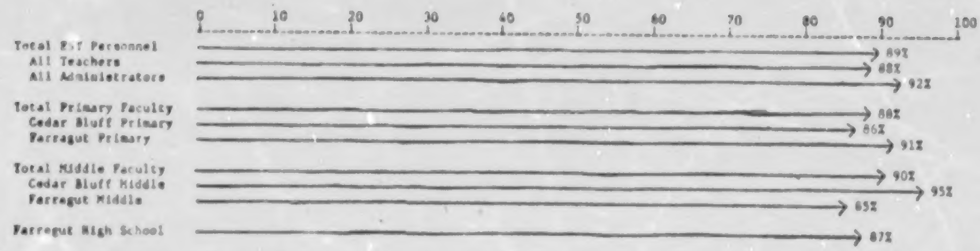
7. Representatives of the public (e.g., employers and other concerned citizens) were appropriately involved in the decision to try out the ESY program.

Total ESY Personnel	45%
All Teachers	44%
All Administrators	64%
Total Primary Faculty	58%
Cedar Bluff Primary	76%
Farragut Primary	60%
Total Middle Faculty	51%
Cedar Bluff Middle	57%
Farragut Middle	43%
Farragut High School	22%

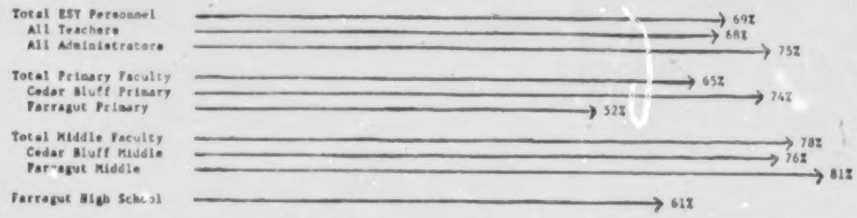
8. The decision to start ESY by writing new curriculum in most subject areas rather than adopting for trial curriculum plans already in use (in the Knox County System or other systems) was a sound one.

Total ESY Personnel	76%
All Teachers	75%
All Administrators	92%
Total Primary Faculty	66%
Cedar Bluff Primary	70%
Farragut Primary	58%
Total Middle Faculty	87%
Cedar Bluff Middle	90%
Farragut Middle	85%
Farragut High School	74%

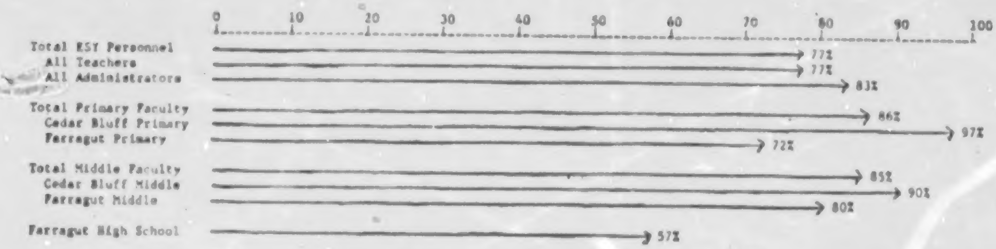
TABLE A-1 (Continued)



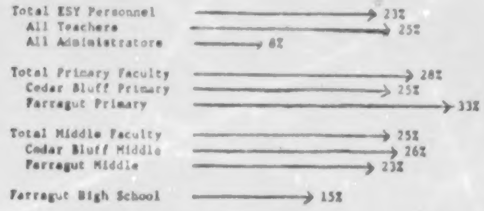
9. The brief time span (November 1973 - June 1974) available for writing goals and objectives and designing the first curriculum modules has created significant problems for teachers and administrators.



10. Teachers were given the opportunity they should have had to participate in formulating goals and objectives for the new curriculum.

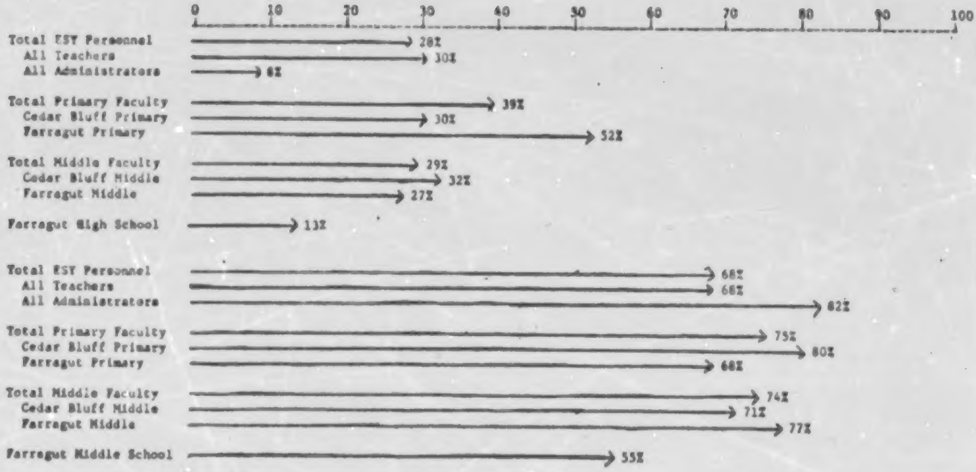


11. Building level administrators were given the opportunity they should have had to participate in formulating goals and objectives for the new curriculum.



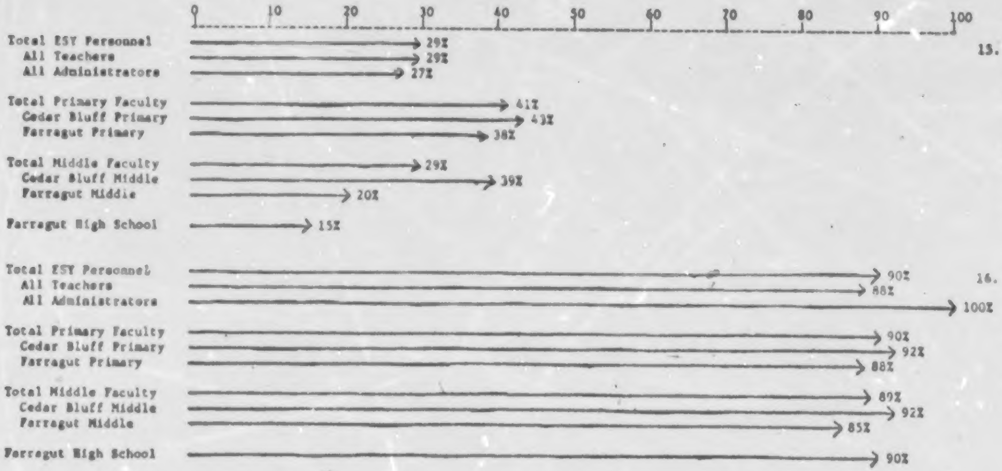
12. Students were given the opportunity they should have had to participate in formulating goals and objectives for the new curriculum.

TABLE A-1 (Continued)



13. Parents were given the opportunity they should have had to participate in formulating goals and objectives for the new curriculum.

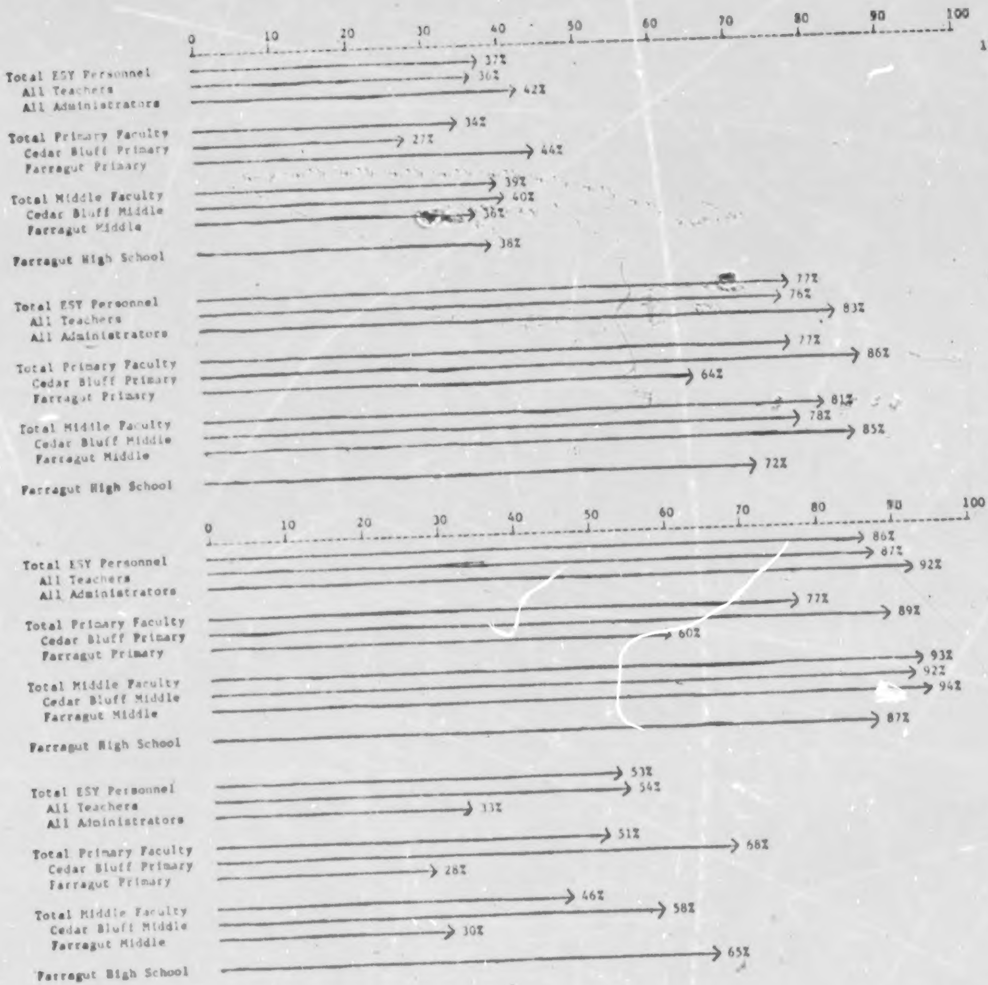
14. Outside specialists in curriculum development in specific subject areas were given the opportunity they should have had to participate in formulating goals and objectives for the new curriculum.



15. Representatives of the public (e.g., employers and other concerned citizens) were given the opportunity they should have had to participate in formulating goals and objectives for the new curriculum.

16. The goals and objectives of the new curriculum are ones that I can support.

TABLE A-1 (Continued)



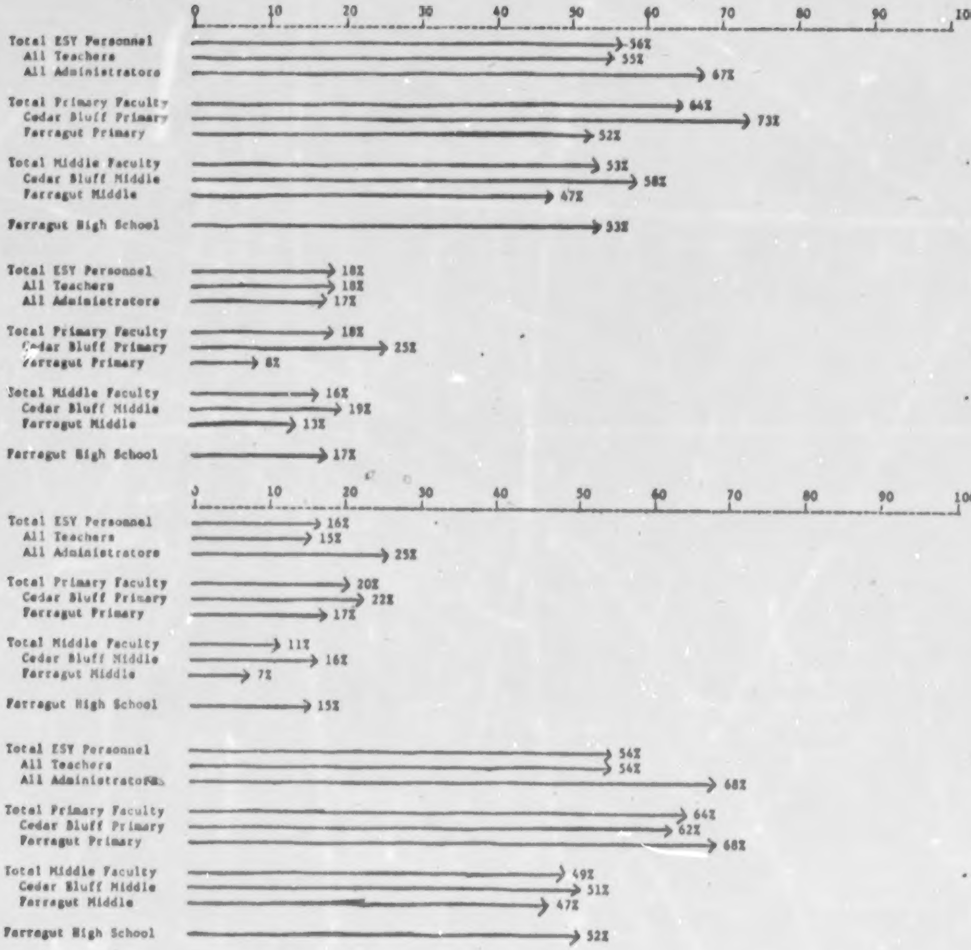
17. I have the feeling that the stated goals and objectives are not the real goals of the new curriculum.

18. I am satisfied that the curriculum goals and objectives are realistic and attainable through acceptable learning processes.

19. I approve of the decision to have individual teachers within the Knox County system write the curriculum modules.

20. Teachers (other than those hired as module writers) had appropriate input in developing and/or approving the content of the curriculum modules.

TABLE A-1 (Continued)



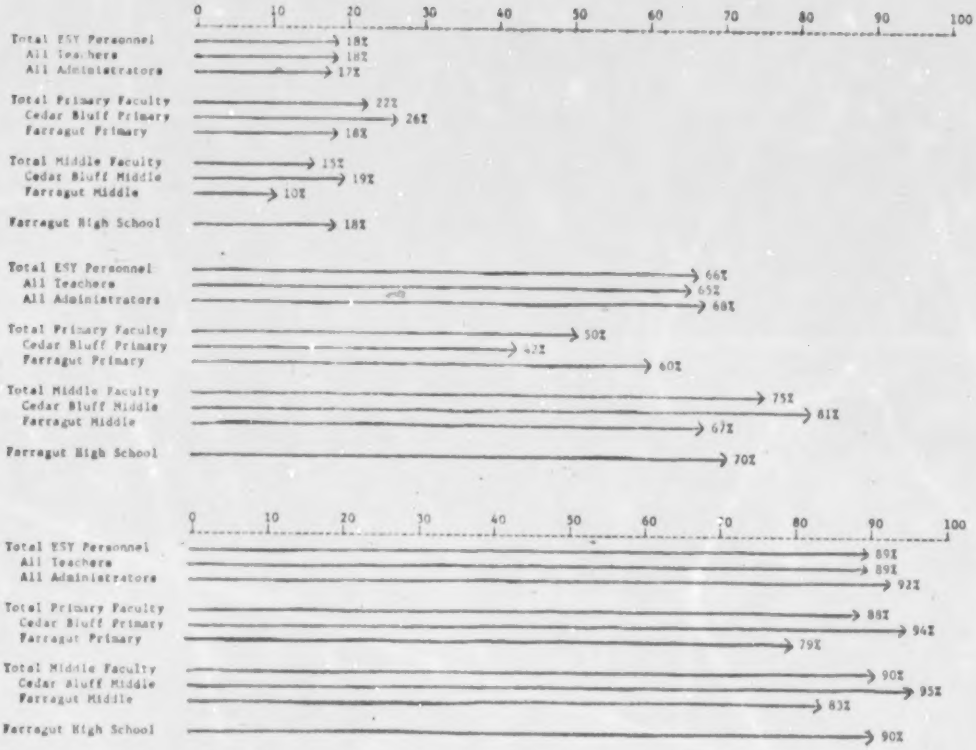
21. Building level administrators had appropriate input in developing and/or approving the content of the curriculum modules.

22. Students had appropriate input in developing and/or approving the content of the curriculum modules.

23. Parents had appropriate input in developing and/or approving the content of the curriculum modules.

24. Outside curriculum specialists and/or subject matter experts had appropriate input in developing and/or approving the content of the curriculum modules.

TABLE A-1 (Continued)



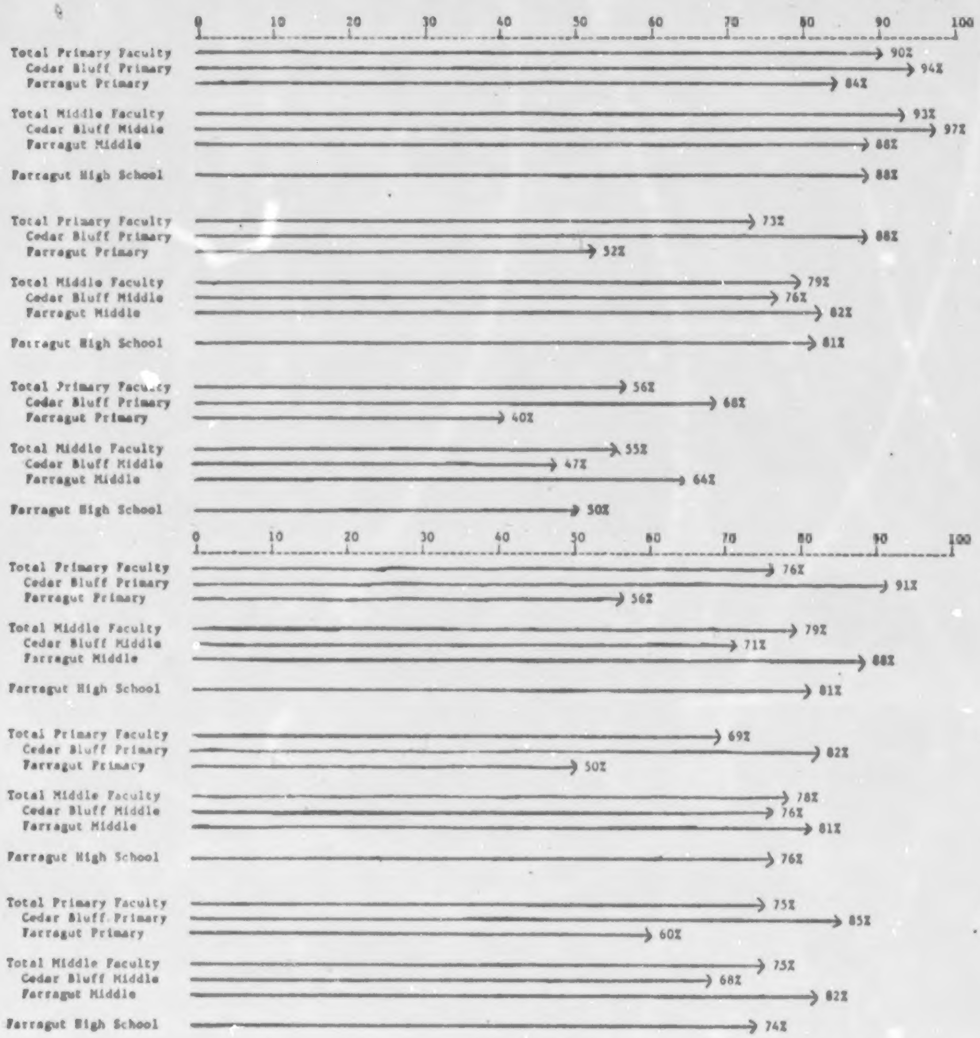
25. Representatives of the public (e.g., employers and other concerned citizens) had appropriate input in developing and/or approving the content of the curriculum modules.

26. I believe that the guidelines given to writers of curriculum modules were inadequate and created weaknesses or problems in the modules themselves.

27. Each curriculum module contains behavioral objectives, or skills to be achieved, which are directly related to the general objectives stated in the publication Knox County Schools Instructional Goals and Objectives.

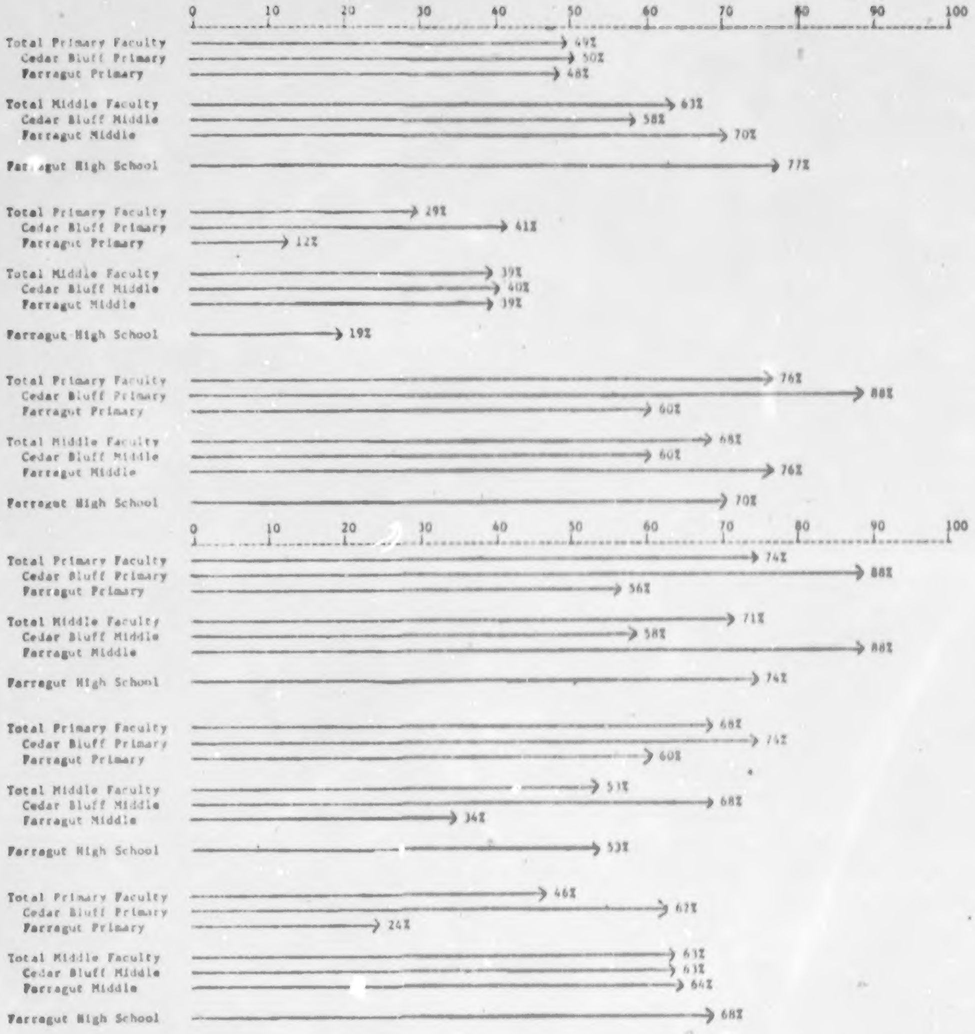
TABLE A-2

PERCENTAGES OF ESY TEACHERS RESPONDING 'STRONGLY AGREE' OR 'AGREE' TO QUESTIONNAIRE ITEMS RELATED TO CONTENT OF CURRICULUM MODULES



1. The curriculum module(s) I have used contain(s) evidence that the module writer consulted appropriate, current references.
2. I believe that the objectives specified in the module(s) I have used are realistic and attainable through acceptable learning processes.
3. I believe that the objectives in the module(s) I have used can be achieved within the time allotted.
4. I feel that the sequencing of objectives in the curriculum module(s) I have used is appropriate.
5. The module(s) I have tried contain(s) objectives representative of all levels in the cognitive domain, that is knowledge, comprehension, application, analysis, synthesis, and evaluation of subject matter.
6. The module(s) I have used contain(s) objectives related to student attitudes, values, interests and appreciation.

TABLE A-2 (Continued)



7. My school does not have the physical facilities that would enable me to attain some of the objectives contained in the module(s) I have used.

8. Thanks to the new modules I am now able to individualize instruction in my classroom to a greater extent than ever before.

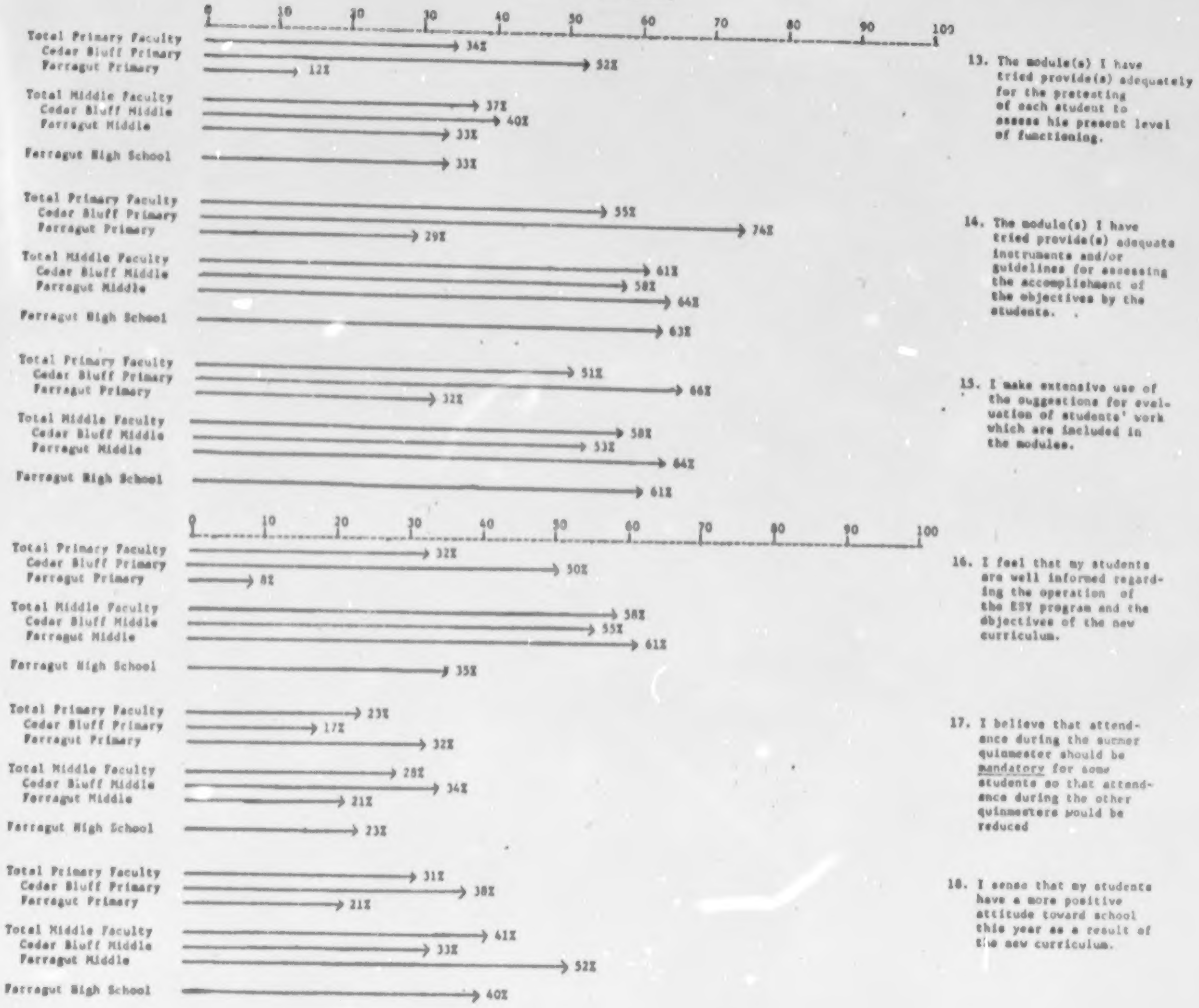
9. The module(s) I have used offer(s) materials and activities suitable for a variety of student abilities, interests, and learning styles.

10. Activities suggested in the module(s) I have used really help the students achieve the stated objectives.

11. I have sufficient access to the instructional materials mentioned in the module(s) I have used.

12. Suggestions and content from a curriculum module provide guidance for most of what the student's and I do in my class each day.

TABLE A-2 (Continued)



13. The module(s) I have tried provide(s) adequately for the pretesting of each student to assess his present level of functioning.

14. The module(s) I have tried provide(s) adequate instruments and/or guidelines for assessing the accomplishment of the objectives by the students.

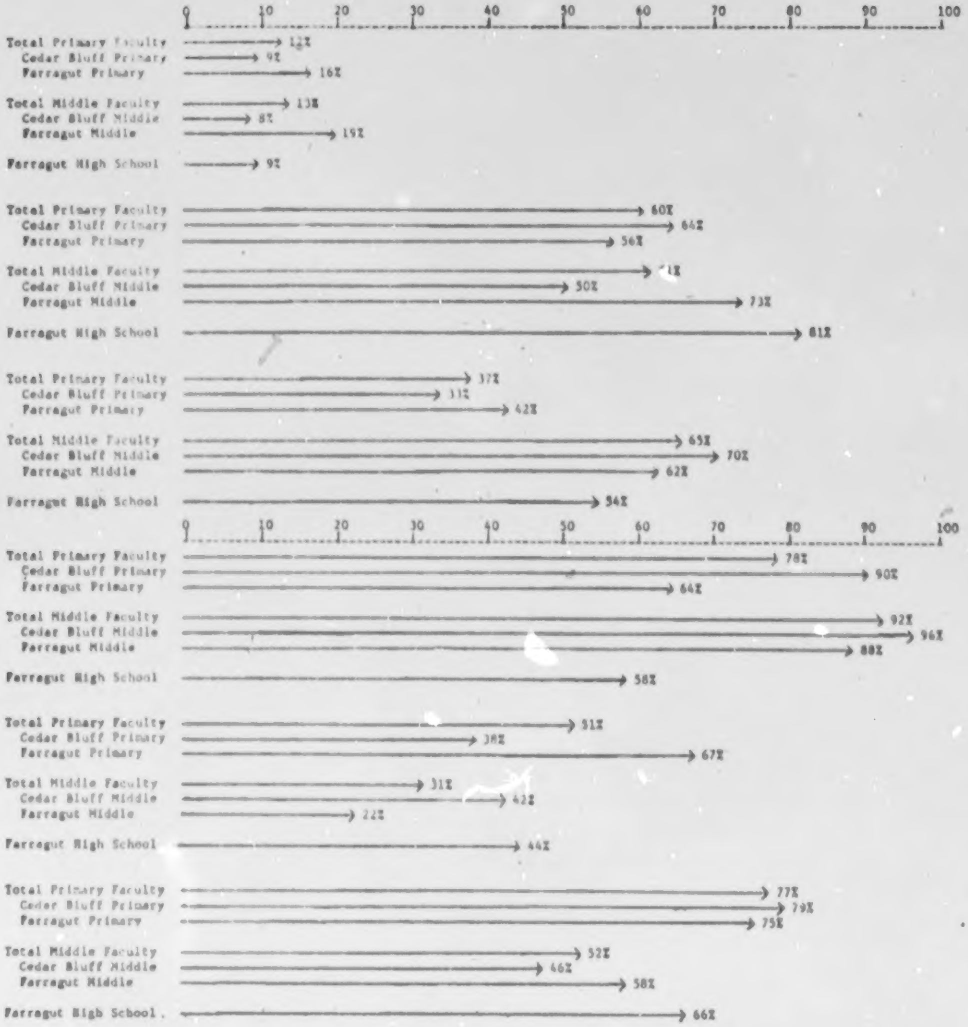
15. I make extensive use of the suggestions for evaluation of students' work which are included in the modules.

16. I feel that my students are well informed regarding the operation of the ESY program and the objectives of the new curriculum.

17. I believe that attendance during the summer quinmester should be mandatory for some students so that attendance during the other quinmesters would be reduced

18. I sense that my students have a more positive attitude toward school this year as a result of the new curriculum.

TABLE A-2 (Continued)



19. I feel that the student peer group is being affected adversely as a consequence of students taking vacations at different times.

20. The ESY curriculum has created a need for more academic and personal guidance and counseling for students

21. As a result of the new curriculum I tend to see the subject(s) I teach in a less sequential way

22. Considering the completed modules in my subject(s) that I have seen, I am satisfied that they can really be offered non-sequentially.

23. I do not believe that students can actually vacation during any given quinmester and return without being penalized, that is, feeling that they have missed something.

24. I am concerned that there may be a time when I will have in the same class students who are working on two or more different modules.

TABLE A-3

PERCENTAGES OF PRIMARY TEACHERS RESPONDING IN VARIOUS CATEGORIES TO QUESTIONNAIRE ITEMS COMPARING ESY TO PREVIOUS CURRICULUM

1 = much better than
2 = somewhat better than
3 = about the same as
4 = not quite as good as
5 = much poorer than

I believe the ESY curriculum is (1, 2, 3, 4, 5,) the program of previous years in . . . .

	1	2	3	4	5	
Total	10.0	23.3	60.0	6.7	0.0	1. helping children to develop a positive self-concept.
FP	0.0	12.0	84.0	4.0	0.0	
CBP	17.1	31.4	42.9	8.6	0.0	
Total	11.7	26.7	51.7	10.0	0.0	2. motivating children to learn.
FP	4.0	12.0	76.0	8.0	0.0	
CBP	17.1	37.1	34.3	11.4	0.0	
Total	10.0	35.0	46.7	1.7	6.7	3. assisting children toward self-direction and self-discipline.
FP	0.0	24.0	68.0	4.0	4.0	
CBP	17.1	42.9	31.4	0.0	8.6	
Total	18.3	20.0	53.3	8.3	0.0	4. promoting creative output among children.
FP	12.0	4.0	72.0	12.0	0.0	
CBP	22.9	31.4	40.0	5.7	0.0	
Total	16.7	18.3	61.7	3.3	0.0	5. developing physical abilities and motor skills among children.
FP	20.0	0.0	76.0	4.0	0.0	
CBP	14.3	31.4	51.4	2.9	0.0	
Total	13.3	18.3	60.0	6.7	1.7	6. producing growth in respect of rights and beliefs of others.
FP	0.0	8.0	72.0	16.0	4.0	
CBP	22.9	25.7	51.4	0.0	0.0	
Total	20.0	33.3	36.7	10.0	0.0	7. developing in children the ability to adjust readily to social change.
FP	8.0	28.0	44.0	20.0	0.0	
CBP	28.6	37.1	31.4	2.9	0.0	
Total	8.3	21.7	63.3	6.7	0.0	8. assisting children to develop an appropriate set of values.
FP	4.0	4.0	88.0	4.0	0.0	
CBP	11.4	34.3	45.7	8.6	0.0	
Total	13.3	15.0	41.7	18.3	11.7	9. helping me get to know my students.
FP	4.0	8.0	48.0	28.0	12.0	
CBP	20.0	20.0	37.1	11.4	11.4	

TABLE A-3 (Continued)

	1	2	3	4	5	
Total	8.5	27.1	35.6	25.4	3.4	10. teaching children skills in the language arts.
FP	8.0	8.0	36.0	40.0	8.0	
CBP	8.8	41.2	35.3	14.7	0.0	
Total	3.4	33.9	35.6	22.0	5.1	11. teaching mathematical concepts and skills.
FP	0.0	16.0	36.0	40.0	8.0	
CBP	5.9	47.1	35.3	8.8	2.9	
Total	11.9	36.7	28.3	16.7	6.7	12. helping me to individualize instruction.
FP	8.0	28.0	32.0	24.0	8.0	
CBP	14.3	42.9	25.7	11.4	5.7	
Total	1.7	20.0	58.3	11.7	8.3	13. helping me to maintain satisfactory classroom control.
FP	0.0	4.0	72.0	20.0	4.0	
CBP	2.9	31.4	48.6	5.7	11.4	
Total	10.0	21.7	36.7	20.0	11.7	14. helping me plan my work.
FP	0.0	12.0	44.0	36.0	8.0	
CBP	17.1	28.6	31.4	8.6	14.3	
Total	6.7	23.3	48.3	13.3	8.3	15. helping me evaluate children's work.
FP	4.0	8.0	60.0	16.0	12.0	
CBP	8.6	34.3	40.0	11.4	5.7	
Total	3.3	11.7	51.7	15.0	18.3	16. enabling me to feel good physically after a day's work.
FP	0.0	0.0	68.0	20.0	12.0	
CBP	5.7	20.0	40.0	11.4	22.9	
Total	10.0	23.3	43.3	16.7	6.7	17. fostering a positive attitude toward teaching on my part.
FP	8.0	8.0	56.0	16.0	12.0	
CBP	11.4	34.3	34.3	17.1	2.9	
Total	8.3	26.7	48.3	11.7	5.0	18. fostering good teacher-to-teacher relationships.
FP	4.0	20.0	60.0	12.0	4.0	
CBP	11.4	31.4	40.0	11.4	5.7	
Total	5.0	31.7	38.3	15.0	10.0	19. fostering good teacher-to-parent relationships.
FP	4.0	24.0	32.0	28.0	12.0	
CBP	5.7	37.1	42.9	5.7	8.6	
Total	3.3	23.3	50.0	18.3	5.0	20. fostering good teacher-to-administrator relationships.
FP	0.0	12.0	56.0	24.0	8.0	
CBP	5.7	31.4	45.7	14.3	2.9	
Total	16.7	30.0	40.0	6.7	6.7	21. reflecting current teaching trends in the primary school.
FP	12.0	16.0	56.0	8.0	8.0	
CBP	20.0	40.0	28.6	5.7	5.7	

TABLE A-4

PERCENTAGES OF PRIMARY STUDENTS RESPONDING 'YES' AND 'NO' TO ITEMS CONTAINED IN "STUDENT ASSESSMENT OF ESY AT THE PRIMARY LEVEL"

Total = Farragut and Cedar Bluff Primary School Students
FP = Farragut Primary Students
CBP = Cedar Bluff Primary Students

1-2 = Students at levels 1 and 2
3-4 = Students at levels 3 and 4

	Total	FP	CBP	1-2	3-4	
YES	95.7	93.6	96.9	95.6	95.7	1. I think learning is fun.
NO	4.3	6.4	3.1	4.4	4.3	
YES	99.5	98.7	100.0	99.1	100.0	2. I think what we do in school is important.
NO	0.5	1.3	0.0	0.9	0.0	
YES	50.7	42.3	55.8	36.8	67.7	3. I understand what the Extended School Year means.
NO	49.3	57.7	44.2	63.2	32.3	
YES	88.3	87.2	89.1	87.6	89.2	4. I think my mother and dad like the Extended School Year Program.
NO	11.7	12.8	10.9	12.4	10.8	
YES	93.2	94.9	92.2	93.9	95.2	5. I am happy in school.
NO	6.8	5.1	7.8	6.1	7.5	
YES	88.9	92.3	86.8	93.9	82.8	6. I do a lot of my school work on my own, without the teacher or my classmates.
NO	11.1	7.7	13.2	6.1	17.2	
YES	63.8	74.4	57.4	71.9	53.8	7. My class work and home work assignments seem to be just for me, not for the whole class.
NO	36.2	25.6	42.6	28.1	46.2	
YES	95.2	92.3	96.9	94.7	95.7	8. I think my teachers are happy.
NO	4.8	7.7	3.1	5.3	4.3	
YES	66.7	62.8	69.0	72.8	59.1	9. We have a lot of misbehaving in our classroom.
NO	33.3	37.2	31.0	27.2	40.9	
YES	98.1	98.7	97.7	98.2	97.8	10. We do interesting things to help us learn.
NO	1.9	1.3	2.3	1.8	2.2	
YES	97.1	96.2	97.7	96.5	97.8	11. We have many kinds of books, films, records, and other materials to help us learn.
NO	2.9	3.8	2.3	3.5	2.2	
YES	87.4	84.6	89.1	87.7	87.1	12. It is easy to use these books, films, records and other materials.
NO	12.6	15.4	10.9	12.3	12.9	

TABLE A-4 (Continued)

	Total	FP	CBP	1-2	3-4	
YES	93.7	87.2	97.7	91.2	96.8	13. At school I have a chance to develop my body by running, jumping, throwing, and catching.
NO	6.3	12.8	2.3	8.8	3.2	
YES	95.6	94.9	96.1	96.5	94.6	14. It seems to me that my classmates like each other.
NO	4.4	5.1	3.9	3.5	5.4	
YES	91.8	91.0	92.2	91.2	92.5	15. I am learning to think about the feelings of others in my class.
NO	8.2	9.0	7.8	8.8	7.5	
YES	64.3	64.1	64.3	69.3	58.1	16. My teachers give me help with my work that is just for me, not for the whole class.
NO	35.7	35.9	35.7	30.7	41.9	
YES	97.6	96.2	98.4	100.0	94.6	17. I like our art and music activities.
NO	2.4	3.8	1.6	0.0	5.4	
YES	91.3	91.0	91.5	92.1	90.3	18. I think my art work is getting better and better.
NO	8.7	9.0	8.5	7.9	9.7	
YES	94.2	94.9	93.8	97.4	90.3	19. I think I am a pretty good student in music.
NO	5.8	5.1	6.2	2.6	9.7	
YES	92.3	91.0	93.0	93.0	91.4	20. I am learning in school how to take care of my body.
NO	7.7	9.0	7.0	7.0	8.6	
YES	97.1	94.8	98.4	98.2	95.7	21. Our reading program is helping me learn to read better.
NO	2.9	5.2	1.6	1.8	4.3	
YES	96.1	94.9	96.9	93.6	96.8	22. I am learning to spell better.
NO	3.9	5.1	3.1	4.4	3.2	
YES	66.2	70.5	63.6	79.8	49.5	23. We often listen to records.
NO	33.8	29.5	36.4	20.2	50.5	
YES	68.1	74.4	64.3	72.8	62.4	24. When it comes to my school work, I get to make a lot of choices for myself.
NO	31.9	25.6	35.7	27.2	37.6	
YES	91.8	92.3	91.5	93.0	90.3	25. We can discuss some things with our classmates.
NO	8.2	7.7	8.5	7.0	9.7	
YES	93.7	93.6	93.8	95.6	91.4	26. Teachers read stories and poetry to us.
NO	6.3	6.4	6.2	4.4	8.6	
YES	96.6	96.2	96.9	97.3	95.7	27. I am learning new words in school.
NO	3.4	3.8	3.1	2.7	4.3	
YES	94.2	96.2	93.0	93.9	94.6	28. I am learning to listen to others.
NO	5.8	3.8	7.0	6.1	5.4	
YES	79.7	82.1	78.3	82.5	76.3	29. I am learning to speak aloud to the class and say the things I want to say.
NO	20.3	17.9	21.7	17.5	23.7	

TABLE A-4 (Continued)

	Total	FP	CBP	1-2	3-4	
YES	78.7	80.8	77.5	79.8	77.4	30. We have chances to act in little plays to help us learn.
NO	21.3	19.2	22.5	20.2	22.6	
YES	94.2	93.6	94.6	94.7	93.5	31. I am learning a lot about arithmetic.
NO	5.8	6.4	5.4	5.3	6.5	
YES	34.8	34.6	34.9	38.6	30.1	32. Arithmetic seems hard to me.
NO	65.2	65.4	65.1	61.4	69.9	
YES	49.3	55.8	45.3	51.3	46.7	33. I make a lot of mistakes in arithmetic.
NO	50.7	44.2	54.7	48.7	53.3	
YES	58.0	53.8	60.5	64.9	49.5	34. It took me a long time to figure out what we were supposed to be doing when school first started.
NO	42.0	46.2	39.5	35.1	50.5	

TABLE A-5. PERCENTAGES OF MIDDLE SCHOOL FACULTY MEMBERS RESPONDING IN VARIOUS CATEGORIES TO ITEMS CONTAINED IN LAST SECTION OF "FACULTY ASSESSMENT OF ESY IN THE MIDDLE SCHOOL"

1	2	3	4	5
Much better than	Somewhat better than	About the same as	Not quite as good as	Much poorer than

I believe the ESY curriculum is (1, 2, 3, 4 or 5) the program of previous years in . . .

1. incorporating objectives supportive of the middle school.

	1	2	3	4	5
Total	25	31	38	0	6
CB	31	34	30	0	11
F	18	27	55	0	0

2. providing for the social, emotional, physical, intellectual and aesthetic needs of the transecent child. (Transecence = that stage of development between childhood and adolescence)

	1	2	3	4	5
Total	9	41	47	3	2
CB	11	49	31	6	3
F	6	33	61	0	0

3. providing a successful experience for every child every day.

	1	2	3	4	5
Total	7	37	47	6	3
CB	6	34	46	11	3
F	9	40	49	0	3

4. providing exploratory experiences for students.

	1	2	3	4	5
Total	12	32	47	3	6
CB	11	31	40	6	11
F	12	33	55	0	0

5. developing values which aid people in becoming responsible, productive citizens of society.

	1	2	3	4	5
Total	10	24	56	4	6
CB	11	27	47	0	11
F	9	18	64	9	0

6. providing for continuous progress.

	1	2	3	4	5
Total	19	41	35	3	2
CB	17	49	29	3	3
F	21	33	42	3	0

7. facilitating smooth articulation between the levels of the total educational program, K-12.

	1	2	3	4	5
Total	9	47	34	7	3
CB	11	49	34	6	0
F	6	46	33	9	6

8. providing experiences which will assist each child in assuming responsibility for his behavior.

	1	2	3	4	5
Total	6	28	57	6	3
CB	3	34	57	0	6
F	9	21	58	12	0

TABLE A-5 (Continued)

9. emphasizing the development of self-directed students.

	1	2	3	4	5
Total	16	35	40	6	3
CB	14	31	46	3	6
F	18	39	33	9	0

10. encouraging more flexible and innovative approaches to instruction.

	1	2	3	4	5
Total	25	44	25	6	0
CB	20	49	30	9	0
F	30	40	27	3	0

11. emphasizing the acquisition and application of basic skills of communication and computation.

	1	2	3	4	5
Total	13	32	44	7	3
CB	20	26	37	11	6
F	6	39	52	3	0

12. providing opportunities for the development of creativity.

	1	2	3	4	5
Total	13	41	38	3	4
CB	11	31	46	6	6
F	15	52	30	3	0

13. providing opportunities for the development of aesthetic sensitivity.

	1	2	3	4	5
Total	6	34	53	3	4
CB	3	29	60	3	6
F	9	39	46	3	3

14. providing career education.

	1	2	3	4	5
Total	6	11	68	9	6
CB	0	18	68	9	6
F	13	3	69	9	6

15. developing skills and attitudes related to goals of purposeful living.

	1	2	3	4	5
Total	9	17	66	3	4
CB	3	20	66	3	9
F	15	15	67	3	0

The following statements characterize the middle school program in general. To what extent do you feel the ESY Program, with its new curriculum, assists (or hinders) accomplishment of these middle school goals in your school? Complete each statement by checking the appropriate column.

AG = Assists Greatly
A = Assists
NE = Has No Effect
H = Hinders
HG = Hinders Greatly

1. The middle school program includes a guidance program unique to the needs of the transecent child. With this goal ESY . . .

	AG	A	NE	H	HG
Total	3	32	61	3	1
CB	5	30	63	3	0
F	0	36	58	3	3

2. The middle school is staffed by personnel who are sensitive to the transecent child and who have a

	AG	A	NE	H	HG
Total	17	51	30	2	0
CB	19	51	27	3	0
F	15	51	34	0	0

TABLE A-5 (Continued)

	AC	A	NE	H	HG	
						commitment to the middle school. With this goal ESY . . .
Total	19	51	21	6	3	3. The middle school program includes a student activity program. With this goal ESY . . .
CB	21	42	21	11	5	
F	17	63	22	0	0	
Total	18	34	45	0	3	4. The middle school minimizes those stereotyped social activities normally associated with junior or senior high school because these activities increase adolescent social pressures. ESY . . .
CB	21	40	40	0	0	
F	15	27	52	0	6	
Total	18	37	37	6	3	5. The middle school program promotes the development of a physical education program, including intramurals, and will limit inter-school athletics. ESY . . .
CB	24	40	26	5	5	
F	12	33	49	6	0	
Total	11	48	40	1	0	6. The middle school has searched for ways of implementing its goals which are unique to its community. ESY . . .
CB	16	50	32	3	0	
F	6	46	49	0	0	
Total	6	45	44	6	0	7. The middle school program has explored patterns of staff utilization that utilize not only the staff, but also paraprofessionals, parents, and other qualified residents of the community. ESY . . .
CB	11	40	42	8	0	
F	0	52	46	3	0	
Total	17	43	34	3	3	8. The middle school program has an organizational structure which will permit flexibility in program planning and facility utilization. ESY . . .
CB	16	40	34	5	5	
F	19	47	34	0	0	
Total	3	47	40	6	4	9. The middle school has a well-equipped and well-staffed instructional media center which will support the development and implementation of the total school program. ESY . . .
CB	5	45	34	8	8	
F	0	50	47	3	0	
Total	13	46	34	3	4	10. The middle school program provides an opportunity for interdisciplinary curriculum planning. ESY . . .
CB	13	47	26	5	8	
F	12	44	44	0	0	

TABLE A-6. PERCENTAGES OF MIDDLE SCHOOL STUDENTS RESPONDING 'YES' AND 'NO' TO ITEMS CONTAINED IN "STUDENT ASSESSMENT OF ESY IN THE MIDDLE SCHOOL"

T = All Students
CB = All Cedar Bluff Middle School Students
F = All Farragut Middle School Students
CB 5-6 = Grades 5-6 of Cedar Bluff Middle School, etc.

1. I understand the Extended School Year Program.

	T	CB	F	CB 5-6	CB 7-8	F 5-6	F 7-8
Yes	88	88	88	90	86	90	88
No	12	12	12	10	14	10	12

2. I feel that our assignments, our learning activities, the way we are being taught is really different this year from the way it has been in other years.

Yes	64	60	68	53	58	53	64
No	37	40	32	47	42	47	36

3. Learning is more fun in the ESY Program.

Yes	60	46	78	56	42	68	55
No	40	54	22	44	58	32	45

4. I feel happier in school since the ESY Program began.

Yes	54	46	64	49	42	55	49
No	46	54	36	51	58	45	51

5. I think what we do in school is important.

Yes	97	97	97	96	98	99	97
No	3	3	3	4	2	1	3

6. I do more of my work on my own since ESY began.

Yes	71	69	73	70	67	67	68
No	29	31	27	30	33	33	32

7. Since ESY began my assignments seem to be more individualized--just for me.

Yes	60	55	66	47	58	57	60
No	40	45	34	53	42	43	40

8. Our student activity program is better this year.

Yes	72	65	79	65	65	66	71
No	28	35	21	35	35	34	29

TABLE A-6 (Continued)

9. The mini-labs give me more opportunities to use my own talents and abilities and follow my own interests.

	T	CB	F	CB 5-6	CB 7-8	F 5-6	F 7-8
Yes	87	83	92	96	75	95	74
No	13	17	8	4	25	5	26

10. My teachers seem happier since ESY began.

Yes	66	62	71	66	54	67	61
No	34	38	29	34	46	33	39

11. There is more misbehaving in our classroom since we started ESY.

Yes	28	31	24	26	32	26	23
No	72	69	76	74	68	74	77

12. I think I can understand the purpose of my lessons now that we have the ESY Program.

Yes	72	64	81	67	64	74	64
No	28	36	19	33	36	26	36

13. In the ESY Program we have more interesting activities to help us learn than we did before.

Yes	66	58	74	63	52	70	49
No	34	42	26	37	48	30	51

14. With ESY we have more different kinds of materials to use.

Yes	72	63	82	63	63	74	68
No	28	37	18	37	37	26	32

15. I have a special teacher who really helps me with my personal problems.

Yes	43	40	45	38	36	40	29
No	57	60	55	62	64	60	71

16. I think my parents like the ESY Program better than the program we had before.

Yes	70	66	75	68	63	68	60
No	30	34	25	32	37	32	40

17. The materials I am supposed to use to help me learn are usually easy to find and easy to use.

Yes	85	83	88	76	86	80	88
No	15	17	12	24	14	20	12

TABLE A-6 (Continued)

	T	CB	F	CB 5-6	CB 7-8	F 5-6	F 7-8
18. I have a better chance to develop my physical and athletic skills in ESY.							
Yes	70	64	76	74	56	77	58
No	30	36	24	26	44	23	42
19. The ESY Program has helped me to be more considerate of my classmates.							
Yes	61	54	67	48	56	56	54
No	39	46	33	52	44	44	46
20. My teachers give me more individual help since ESY started.							
Yes	60	54	67	55	50	60	50
No	40	46	33	45	50	40	50
21. I like our art and music activities more since ESY began.							
Yes	56	50	63	55	40	58	36
No	44	50	37	45	60	42	64
22. I think my art work is better now than it was before we started our new program.							
Yes	52	46	61	58	38	67	28
No	48	54	39	42	62	33	72
23. The ESY Program has helped me improve my performance in music.							
Yes	44	37	53	42	30	53	27
No	56	63	47	58	70	47	73
24. The ESY Program is helping me to read better than before.							
Yes	55	42	69	45	46	55	54
No	45	58	31	55	54	45	46
25. My spelling is better now than it was before we started ESY.							
Yes	51	47	57	54	36	65	29
No	49	53	43	46	64	35	71
26. Now that we have ESY I get to make more choices about my work than I did before.							
Yes	71	66	77	62	66	70	67
No	29	34	33	38	34	30	33
27. I have more opportunity to discuss things with my classmates in ESY.							
Yes	66	60	74	61	57	62	68
No	34	40	26	39	43	38	32

TABLE A-6 (Continued)

28. I am learning more new words since ESY began.

	T	CB	F	CB 5-6	CB 7-8	F 5-6	F 7-8
Yes	67	61	74	65	57	68	57
No	33	39	26	35	43	32	43

29. We use more library materials in the ESY Program than we did before.

Yes	57	56	59	62	48	64	48
No	43	44	41	38	52	36	52

30. I am learning to listen better now that we have ESY.

Yes	65	61	70	66	54	69	52
No	35	39	30	34	46	31	48

31. I am learning to speak aloud to the class and tell things better since ESY began.

Yes	57	50	64	58	47	68	42
No	43	50	36	42	53	32	58

32. I am learning more in arithmetic using the ESY Program.

Yes	72	66	79	72	60	78	56
No	28	34	21	28	40	22	44

33. Since ESY started I have been learning more about careers and jobs I might like to try in later years.

Yes	49	44	56	45	44	51	49
No	51	56	44	55	56	49	51

34. I like the quinmester plan for school attendance.

Yes	79	75	84	76	74	78	71
No	21	25	16	24	26	22	29

35. It seemed to take a long time for me to figure out what I was supposed to be doing when the ESY Program first started.

Yes	54	49	60	58	47	58	48
No	46	51	40	42	53	42	52

TABLE A-6 (Continued)

Think of the way you spend a typical, or normal day at school. Then give a rank of 1 to the activity below which takes up the largest part of your time. Then place a 2 by the activity on which you spend the second largest amount of time. Continue ranking the activities until you give the number 7 to the activity on which you spend the least time each day.

36. Listening to teacher.

				CB	CB	F	F
Rank	T	CB	F	5-6	7-8	5-6	7-8
1	21	18	25	32	15	33	10
2	40	41	40	32	43	30	39
3	20	23	17	17	24	18	27
4	8	10	6	10	8	9	9
5	4	4	3	3	5	4	6
6	3	2	4	3	2	1	4
7	4	1	6	3	5	3	6

37. Studying or working on assignments by myself.

1	50	46	54	43	50	48	52
2	17	18	16	21	16	18	17
3	13	10	16	19	9	19	12
4	7	8	6	8	8	8	9
5	7	10	3	4	11	3	4
6	3	3	3	5	3	1	3
7	5	6	4	-	3	3	3

38. Working on assignments in groups.

1	14	20	7	14	17	8	19
2	25	22	27	27	19	32	22
3	23	20	26	27	15	31	15
4	21	18	23	16	26	16	23
5	8	6	9	5	9	5	10
6	7	9	4	7	9	3	6
7	4	4	5	3	5	5	6

39. Talking individually with teachers, aides, or other students about my work.

1	6	6	7	3	8	6	5
2	8	9	6	10	9	9	5
3	15	18	13	8	21	6	18
4	26	21	32	32	17	34	19
5	20	16	24	21	21	28	22
6	12	12	13	14	9	12	16
7	12	18	7	14	15	4	15

TABLE A-6 (Continued)

40. Hunting for materials.

Rank	T	CB	F	CB 5-6	CB 7-8	F 5-6	F 7-8
1	7	11	2	10	8	8	4
2	8	6	11	6	8	9	10
3	12	11	14	11	14	11	14
4	18	19	17	21	17	19	19
5	28	25	31	26	22	25	24
6	16	16	17	16	23	17	16
7	10	13	8	11	10	11	12

41. Walking around.

1	3	5	2	4	5	1	1
2	5	8	3	4	9	5	9
3	3	1	4	3	0	3	0
4	5	7	4	4	7	4	5
5	10	12	9	12	10	11	8
6	26	27	25	23	28	25	30
7	47	41	54	50	42	51	48

42. Talking to other students, not about our class work.

1	9	9	10	8	12	7	10
2	9	13	5	14	10	12	8
3	7	8	6	6	10	3	10
4	8	8	7	10	10	3	9
5	15	14	16	12	14	16	19
6	25	22	31	24	18	30	21
7	27	26	26	26	24	29	22

Table A-7

PERCENTAGES OF FARRAGUT HIGH SCHOOL TEACHERS RESPONDING IN VARIOUS CATEGORIES TO ITEMS IN LAST SECTION OF "TEACHER ASSESSMENT OF ESY IN THE HIGH SCHOOL"

1 = Much better than
2 = Somewhat better than
3 = About the same as
4 = Not quite as good as
5 = Much poorer than

(1)	(2)	(3)	(4)	(5)	I believe the ESY curriculum is (1, 2, 3, 4, or 5) the program of previous years in . . . .
6.4	27.7	48.9	14.9	2.1	1. helping each student develop the skills that will enable him to read, speak, write and compute commensurate with his ability.
6.4	38.3	46.8	4.3	4.3	2. stimulating in the student the desire for continuous learning.
6.3	29.2	56.3	4.2	4.2	3. enabling the student to develop decision-making and problem-solving skills which involve critical thinking.
4.2	43.8	39.6	10.4	2.1	4. assisting the student to develop his creative abilities.
4.2	16.7	66.7	8.3	4.2	5. fostering development of respect for self and others.
10.6	25.5	53.2	8.5	2.1	6. assisting the student to develop skills that will enable him to function effectively as a member of a group.
6.3	22.9	58.3	6.3	6.3	7. creating awareness of career opportunities.
8.3	12.5	60.4	16.7	2.1	8. enabling the student to acquire the skills -- manual as well as intellectual -- which will facilitate a satisfactory transition to employment or further education.
0.0	8.7	84.8	2.2	4.3	9. promoting understanding of the basic principles of, and responsibilities to, the American Democratic Republic.
2.2	10.9	76.1	5.5	4.3	10. creating awareness of the dignity of work and the responsibility of becoming a contributing member of society.

TABLE A-8

PERCENTAGES OF FARRAGUT HIGH SCHOOL STUDENTS RESPONDING 'YES' AND 'NO' TO ITEMS FROM "STUDENT ASSESSMENT OF ESY IN THE HIGH SCHOOL"

All grades combined (9, 10, 11, 12)

YES	NO	STATEMENTS
9.2	90.8	1. Were you asked to help the teachers and administrators develop the goals and objectives of the Extended School Year Program?
55.6	44.4	2. Do you feel that you should have had more say in developing the objectives for the courses you are taking?
80.9	19.1	3. Do you feel that you have received enough information to help you understand how the new ESY curriculum operates at the high school level?
23.5	76.5	4. Do you feel that summer attendance should be required for some students in order to reduce class size during other quinmesters?
30.1	69.9	5. Would you be willing to attend the quinmester assigned to you if the opportunity to choose quinmesters had to be dropped?
52.3	47.7	6. Do you feel that you can really take your vacation during any quinmester you choose without being penalized--feeling that you have missed something?
74.5	25.5	7. Were you able to get the classes you wanted during this (the second) quinmester?
81.7	18.3	8. Do you feel that you understand the operation of the quinmester system?
66.9	33.1	9. Do you like the quinmester system better than the traditional 9-months-of-school plan?
58.2	41.8	10. Do you feel the quinmester system is more helpful to you in planning your vacations?
75.0	25.0	11. Do you plan to get a job during your "vacation quin"?
31.4	68.6	12. Do you feel that you are learning more this year as a result of the new ESY curriculum?
65.8	34.2	13. Do you feel that you have a greater choice of subjects under the ESY program?
76.3	23.7	14. Do you have the feeling that this year more of your courses are organized around a set of definite objectives that have measurable outcomes?

TABLE A-8 (Continued)

YES	NO	STATEMENTS
43.8	56.2	15. Have you been given more opportunities to work on learning materials at your own pace this year?
63.4	36.6	16. Under ESY are you getting to choose for yourself more of the activities that will help you learn?
47.1	52.9	17. Are you using more learning materials this year than you did under the old program?
26.1	73.9	18. Do you find it hard to get the learning materials you need in your classes?
53.6	46.4	19. Under ESY do you have more opportunities to use and develop your own special talents?
56.9	43.1	20. Do you have more tests under ESY than you had in the old program?
70.9	29.1	21. Do you feel that the tests you are taking are worthwhile, that is, do they serve a useful purpose as part of the new ESY curriculum?
32.0	68.0	22. Are you learning more this year about careers and jobs that interest you?
56.7	43.3	23. As a result of entering and leaving school at different times of year, will you find it necessary to make new friends?
79.5	20.5	24. Are you pleased about the opportunity to make new friends as a result of entering and leaving school at different times of the year?
36.6	63.4	25. Do you feel that extracurricular activities such as sports and school clubs have been affected by the ESY program?
37.7	62.3	26. Do you feel that you have needed more academic and personal counseling under the ESY program?
16.1	83.9	27. Do you plan to attend the Summer 1975 quinmester?
8.7	91.3	28. Did you attend the Summer 1974 quinmester?
78.6	21.4	29. If you attended the Summer 1974 quinmester, were you able to get all the classes you wanted to take?
		30. Amount of time spent in following activities:

Largest amount of time each day
61.0 -- listening to teachers
23.2 -- studying or working on assignments by myself
7.1 -- working on assignments in groups
5.7 -- talking to other students, not about our class work
2.8 -- walking around
1.4 -- talking individually with teachers, etc. about work
1.4 -- hunting for materials

APPENDIX B

INSTRUMENTS UTILIZED IN ASSESSING ADMINISTRATIVE STRUCTURE AND PROGRAM OF PROFESSIONAL DEVELOPMENT

(Developed by John T. Lovell)

CARD COLUMN

(1-2) FORM 0 5
(3-5) ID _ _ _

DECISION POINT ANALYSIS

This instrument contains 23 decision items. You are required to answer two questions about each item. The column to the left identifies the position of the person in your school system whom you perceive as primarily responsible for making each decision. On the right, you are asked to report the nature of *your* participation in the decision. Please respond in the manner indicated.

(6) My title or position: ______________________

(7-8) Number of years in this position: ______________________

(9-10) Number of years of professional experience: ______________________

- -

Who makes this decision? Choose the one person in your school system who is primarily responsible for making this decision. Write the title or position of that person (principal, director of instruction, supervisor, team leader, teacher) in the space provided.

What is the nature of *your* participation in making this decision. Select one of the four choices and circle the number of this choice:

1. Make the decision
2. Recommend the preferred decision
3. Provide information only
4. None

(11) 1. Decision to participate in ESY.

______________________ 1 2 3 4

(12) 2. Decision for a particular school to participate in ESY.

______________________ 1 2 3 4

(13) 3. Decision for a particular person to participate in ESY.

______________________ 1 2 3 4

Who makes this decision? Choose the one person in your school system who is primarily responsible for making this decision. Write the title or position of that person (principal, director of instruction, supervisor, team leader, teacher) in the space provided.

What is the nature of your participation in making this decision. Select one of the four choices and circle the number of this choice:

1. Make the decision
2. Recommend the preferred decision
3. Provide information only
4. None

(14) 4. Decision to change the job description of a principal.

________________________ 1 2 3 4

(15) 5. Decision to change the job description of a teacher.

________________________ 1 2 3 4

(16) 6. Decision on the performance of a teacher.

________________________ 1 2 3 4

(17) 7. Decision on the performance of a principal.

________________________ 1 2 3 4

(18) 8. Decision to change the ESY orientation program for professional staff.

________________________ 1 2 3 4

(19) 9. Decision on the appointment of personnel to a committee to develop the orientation program for ESY.

________________________ 1 2 3 4

Who makes this decision? Choose the one person in your school system who is primarily responsible for making this decision. Write the title or position of that person (principal, director of instruction, supervisor, team leader, teacher) in the space provided.

What is the nature of your participation in making this decision. Select one of the four choices and circle the number of this choice:

1. Make the decision
2. Recommend the preferred decision
3. Provide information only
4. None

(20) 10. Decision on orientation activities for participation in ESY.

__________________________ 1 2 3 4

(21) 11. Decision on who should plan the professional development program for ESY.

__________________________ 1 2 3 4

(22) 12. Decision on the objectives of the professional development program for ESY.

__________________________ 1 2 3 4

(23) 13. Decision on the operations in the professional development program for ESY.

__________________________ 1 2 3 4

(24) 14. Decision on the evaluation of the professional development program for ESY.

__________________________ 1 2 3 4

Who makes this decision? Choose the one person in your school system who is primarily responsible for making this decision. Write the title or position of that person (principal, director of instruction, supervisor, team leader, teacher) in the space provided.	What is the nature of your participation in making this decision. Select one of the four choices and circle the number of this choice: 1. Make the decision 2. Recommend the preferred decision 3. Provide information only 4. None
(25) 15. Decision to use quinmester plan of operation (as opposed to some other plan) for ESY. ___________________________	1 2 3 4

DECISIONS CONCERNING CURRICULUM

(26) 16. Decision to develop a new curriculum for Knox County Schools. ___________________________	1 2 3 4
(27) 17. Decision concerning the formulation of goals and objectives for the new curriculum. ___________________________	1 2 3 4
(28) 18. Decision to develop curriculum modules. ___________________________	1 2 3 4
(29) 19. Decision to employ teachers to write the curriculum modules. ___________________________	1 2 3 4

Who makes this decision? Choose the one person in your school system who is primarily responsible for making this decision. Write the title or position of that person (principal, director of instruction, supervisor, team leader, teacher) in the space provided.

What is the nature of your participation in making this decision. Select one of the four choices and circle the number of this choice:

1. Make the decision
2. Recommend the preferred decisio
3. Provide information only
4. None

(30) 20. Decision concerning the guidelines to be used in developing curriculum modules.

________________________ 1 2 3 4

(31) 21. Decision concerning specific content of curriculum modules.

________________________ 1 2 3 4

(32) 22. Decision regarding the extent to which a curriculum module is used by the classroom teacher.

________________________ 1 2 3 4

(33) 23. Decision to modify and/or revise content of curriculum modules.

________________________ 1 2 3 4

CARD COLUMN

OPINIONNAIRE FOR TEACHERS AND ADMINISTRATORS

(1-2) FORM 0 6
(3-5) ID _ _ _

ESY PROGRAM - KNOX COUNTY

PURPOSE:

Two objectives of the survey are to determine the way teachers and administrators perceive and feel about the administrative structure for E.S.Y. and the program of orientation and professional development for administrators and teachers to facilitate their participation in the E.S.Y. program.

INSTRUCTIONS:

(6) Your School:
______ Cedar Bluff Primary (1)
______ Cedar Bluff Middle (2)
______ Farragut Primary (3)
______ Farragut Middle (4)
______ Farragut High (5)

(7) Your Present Position:
______ Teacher (including librarian) (1)
______ Administrator (including counseling personnel) (2)

(8) Did you participate in ESY during the Summer 1974?
______ Yes (1)
______ No (2)

I. ORGANIZATIONAL STRUCTURE

Place one check in the appropriate box for each question. Your response will best describe the situation as you experience it.

			1 ALWAYS	2 ALMOST ALWAYS	3 SOMETIMES	4 VERY SELDOM	5 NEVER
(9)	1.	The administrative structure of the ESY program helps me fulfill the responsibilities of my position in the ESY program.					
(10)	2.	I have a clear understanding of my role in the ESY program.					
(11)	3.	I have a clear understanding of the roles in the ESY program of other professional workers with whom I work.					
(12)	4.	I definitely have the needed professional competence to participate in the ESY program.					

ORGANIZATIONAL STRUCTURE CONTINUED

	1 ALWAYS	2 ALMOST ALWAYS	3 SOMETIMES	4 VERY SELDOM	5 NEVER
(13) 5. My fellow workers have the competence to participate in the ESY program.					
(14) 6. System policies for ESY are so clear that I can fulfill my responsibilities with little or no frustration					
(15) 7. The organizational structure provided me with the opportunity for direct input in decision making and policy development for ESY.					
(16) 8. I have the authority I need to carry out my responsibilities in ESY.					
(17) 9. My immediate administrative "supervisor" is helpful.					

II. STAFF SATISFACTION

	1 ALWAYS	2 ALMOST ALWAYS	3 SOMETIMES	4 VERY SELDOM	5 NEVER
(18) 10. At the end of the school day, I feel a genuine sense of achievement from my work in the ESY program.					
(19) 11. I receive recognition from the administration for my work in the ESY program.					
(20) 12. I receive recognition from teachers for my work in ESY.					
(21) 13. I am satisfied with the program of instructional supervision for ESY.					

III. PROFESSIONAL DEVELOPMENT AND ORIENTATION

	1 ALWAYS	2 ALMOST ALWAYS	3 SOMETIMES	4 VERY SELDOM	5 NEVER
(22) 14. The goals of the program of professional development orientation for ESY were clear.					
(23) 15. The program of professional development and orientation helped me develop the professional skills and understandings which I needed to participate in ESY					

PROFESSIONAL DEVELOPMENT AND ORIENTATION CONTINUED	1 ALWAYS	2 ALMOST ALWAYS	3 SOMETIMES	4 VERY SELDOM	5 NEVER
(24) 16. The program of professional development and orientation continues to help me develop the professional skills and understandings which I need to participate in ESY.					
(25) 17. The program of professional development and orientation inspired me to participate in ESY.					
(26) 18. The program of professional development and orientation continues to inspire me to participate in ESY.					
(27) 19. The program of professional development and orientation was an important source of ideas which helped me get ready to participate in ESY.					
(28) 20. The program of professional development and orientation is an important source of ideas which helps me participate in ESY.					
(29) 21. The program of professional development and orientation was closely related to my needs for effective participation in ESY.					
(30) 22. I had a significant part in planning the program of professional development for getting ready for the ESY program.					
IV. PSYCHOLOGICAL AND TECHNICAL SUPPORT FOR THE ESY PROGRAM					
(31) 23. When teachers have instructional problems, consultants* with appropriate subject matter competence are on the staff.					

---

*Consultant is used here to include any individual whose function is to help teachers. For example, supervisors, principals, and helping teachers would be included.

PSYCHOLOGICAL AND TECHNICAL SUPPORT FOR THE ESY PROGRAM CONTINUED

	1 ALWAYS	2 ALMOST ALWAYS	3 SOMETIMES	4 VERY SELDOM	5 NEVER
(32) 24. The quality of supervisory services is adequate or better.					
(33) 25. Instructional consultants are accessible when needed.					
(34) 26. Instructional consultants are a source of new ideas for innovative programs.					
(35) 27. Instructional consultants are a source of technical support in the development of new programs.					
(36) 28. Instructional consultants are a source of psychological support when teachers need a "lift."					
(37) 29. Instructional consultants provide teachers with feedback which helps teachers determine their own effectiveness.					
(38) 30. Instructional consultants are competent to help local schools with curriculum development and evaluation.					

APPENDIX C

COST ANALYSIS INSTRUMENTS

(Developed by O.K. O'Fallon and George Harris)

EXTENDED SCHOOL YEAR COST ANALYSIS - KNOX COUNTY

Building Level Data Form For Fiscal Year 19 - 19

Check the appropriate box indicating the school for which data are provided. (ONE ONLY)

☐ Farragut High School
☐ Farragut Middle School
☐ Farragut Primary School
☐ Cedar Bluff Middle School
☐ Cedar Bluff Primary School

Check the ONE that indicates the appropriate school ORGANIZATION.

☐ 9-12 grades
☐ 5-8 grades
☐ 4-8 grades
☐ K1-4 grades
☐ K1-3 grades
☐ 1-4 grades
☐ 1-3 grades

Check the appropriate descriptors of the school's instructional organization. (MORE THAN ONE CHOICE MAY APPLY.)

☐ Multi-grade level interdisciplinary teams
☐ Single grade level interdisciplinary teams
☐ Special area teachers (art, music, phys. ed.)
☐ Self-contained classroom
☐ Continuous progress
☐ Departmentalization--no teaming
☐ Departmentalization--partial subject teaming

Provide a brief description of the school's instructional organization.

> Example--A graded interdisciplinary team approach: 4 first grade teams comprised of 3 teachers per team with each teacher specializing in certain content areas.

Collect Supplementary List for each target school:

A. Teacher schedules and class enrollments for each fiscal year by grade.

B. Teacher salaries by target area schools for each fiscal year by grade.

EXTENDED SCHOOL YEAR COST ANALYSIS - KNOX COUNTY

District Level Data Form for F.Y.________*

Personnel/Enrollment .... Building & Site/Cost and Size .... Equipment

I. Total Number of Teachers (Knox County):

Grade 1 ________ Grade 5 ________ Grade 9 ________
Grade 2 ________ Grade 6 ________ Grade 10 ________
Grade 3 ________ Grade 7 ________ Grade 11 ________
Grade 4 ________ Grade 8 ________ Grade 12 ________

II. Number of Teachers at Farragut High School:

Grade 9 ______ Grade 11 ______
Grade 10 ______ Grade 12 ______

Number of Teachers at Farragut Middle School:

Grade 4 ________ Grade 6 ________ Grade 8 ________
Grade 5 ________ Grade 7 ________ Grade 9 ________

Number of Teachers at Farragut Primary School:

Grade 1 ________ Grade 3 ________
Grade 2 ________ Grade 4 ________

Number of Teachers at Cedar Bluff Middle School:

Grade 4 ________ Grade 6 ________ Grade 8 ________
Grade 5 ________ Grade 7 ________ Grade 9 ________

Number of Teachers at Cedar Bluff Primary School:

Grade 1 ________ Grade 3 ________
Grade 2 ________ Grade 4 ________

III. Total Student A.D.M. (Knox County):

Grade 1 ________ Grade 4 ________ Grade 7 ________ Grade 10 ________
Grade 2 ________ Grade 5 ________ Grade 8 ________ Grade 11 ________
Grade 3 ________ Grade 6 ________ Grade 9 ________ Grade 12 ________

IV. Total Student A.D.M. (Farragut Area):

Farragut High School:

Grade 9 ______ Grade 11 ______
Grade 10 ______ Grade 12 ______

*ON THIS FORM ENTER ONLY THE DATA FOR THE FISCAL YEAR INDICATED IN THE BLANK ABOVE.

Farragut Middle School:

Grade 4 ________ Grade 6 ________ Grade 8 ________
Grade 5 ________ Grade 7 ________ Grade 9 ________

Farragut Primary School:

Grade 1 ________ Grade 3 ________
Grade 2 ________ Grade 4 ________

Cedar Bluff Middle School:

Grade 4 ________ Grade 6 ________ Grade 8 ________
Grade 5 ________ Grade 7 ________ Grade 9 ________

Cedar Bluff Primary School:

Grade 1 ________ Grade 3 ________
Grade 2 ________ Grade 4 ________

V. Building and Site: Cost/Size

A. Total Cost of Facilities Now in Use: (Include Original Cost + Major Remodeling Costs + Cost of Additions)

Maintenance Deptartment Building . . . . $______________
Maintenance Site . . . . $______________
Central Office Building . . . . $______________
Central Office Site . . . . $______________
Farragut High School Building . . . . $______________
Farragut High School Site . . . . $______________
Farragut Middle School Building . . . . $______________
Farragut Middle School Site . . . . $______________
Farragut Primary School Building . . . . $______________
Farragut Primary School Site . . . . $______________
Cedar Bluff Middle School Building . . . . $______________
Cedar Bluff Middle School Site . . . . $______________
Cedar Bluff Primary School Building . . . . $______________
Cedar Bluff Primary School Site . . . . $______________

B. Size of:

Maintenance Department Building . . . . __________Sq.Ft.
Maintenance Site . . . . __________Acres
Central Office Building . . . . __________Sq.Ft.
Central Office Site . . . . __________Acres
Farragut High School Site . . . . __________Acres
Farragut Middle School Site . . . . __________Acres
Farragut Primary School Site . . . . __________Acres
Cedar Bluff Middle School Site . . . . __________Acres
Cedar Bluff Primary School Site . . . . __________Acres

C. Instructional Space Available in:

Farragut High School . . . . ________ Sq.Ft.
Farragut Middle School . . . . ________ Sq.Ft.
Farragut Primary School . . . . ________ Sq.Ft.
Cedar Bluff Middle School . . . . ________ Sq.Ft.
Cedar Bluff Primary School . . . . ________ Sq.Ft.

VI. Equipment (Not Included in Capital Outlay)

All Central Office Equipment (Replacement Cost Used
For Insurance Purposes) . . . . $________

All Administrative Equipment (Non-Classroom) in:

Farragut High School . . . . $________
Farragut Middle School . . . . $________
Farragut Primary School . . . . $________
Cedar Bluff Middle School . . . . $________
Cedar Bluff Primary School . . . . $________

EXTENDED SCHOOL YEAR COST ANALYSIS BREAKOUT CHART

FARRAGUT AREA, KNOX COUNTY SCHOOL SYSTEM

_______________ FISCAL YEAR

ADMINISTRATION (2100) -- CLEARING ACCOUNTS (4100)

This Cost Analysis Breakout Chart should be used to itemize appropriate educational expenditures for Knox County, Farragut District, and the five schools indicated, per fiscal year.

It is important that all specific expenditures which relate directly to each school be recorded in the appropriate column.

Example: Within the code 2210.1--Principals--it is desirable to have the salaries of each principal listed under the appropriate column heading indicating that principal's school.

However, if appropriate building level data cannot be collected, it is then necessary to record the expenditures in the columns labeled "Knox County" or "Farragut District"--depending, of course, upon the nature of the data.

Example: if data for 2120.8--Telephone and Telegraph--cannot be collected by school or Farragut District, it may be entered as a total expenditure by county and recorded in the "Knox County" column.

REMEMBER: PLEASE RECORD ALL EXPENDITURES BY SPECIFIC SCHOOL WHEN POSSIBLE.

Any expenditure that does not fit in the numbered code provided should be collected and entered within the blanks at the end of the appropriate series, including number code, title, and expenditure.

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
ADMINISTRATION (2100 series)								
2110 Salaries for Administration								
2001.1 Board of Education								
2110.2 Secretary to Board of Educ.								
2110.3 Superintendent of Schools								
2110.4 Personnel Assist. Sup. in Ad.								
2110.5 Purchasing Office								
2110.6 Accounting Personnel								
2110.7 Salaries of Clerks in Admin.								
2110.9 Other Salaries for Admin.								
2120 Contracted Services for Admin.								
2120.1 Co. Trustee's Comm. Deducted								
2120.2 Travel Expenses of Admin. Per.								
2120.8 Telephone & Telegraph								
2120.9 Other Contracted Services								
2130 Supplies for Administration								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
2130.1 Office Supplies & Stationery								
2130.2 Data Processing Supplies								
2130.9 Other Supplies for Admin.								
2190 Other Expenditures for Admin.								
2190.9 Miscellaneous Admin. Expenses								
21_._-_								
21_._-_								
21_._-_								
2100 TOTAL EXPENDITURES FOR ADMIN.								
INSTRUCTIONS (2200 series)								
2210 Salaries for Instruction								
2210.1 Principals								
2210.2 Consultants or Supervisors								
2210.3 Teachers								
2210.31 Regular Teachers								
2210.32 Substitute Teachers								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
2210.4 Other Instructional Staff								
2210.41 Materials Clerk								
2210.42 Audio-Visual Personnel								
2210.43 Guidance Personnel								
2210.44 Psychological Personnel								
2210.45 T.V. Instruction Personnel								
2210.5 Secretarial & Clerical Assist.								
2210.51 Clerks In Principal's Office								
2210.52 Instructional Clerks/ Consultants or Supervisors								
2210.53 Teachers' Aides								
2210.54 Other Clerical Assistants								
2210.9 Other Salaries for Instruction								
2220 Contracted Services								
2220.1 Travel Expense of Instruc. Pers.								
2220.11 Travel Expenses for System-wide Teachers								
2220.12 Travel Expenses for Home-Bound Teachers								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
2220.13 Travel Expenses for Vocational Teachers								
2220.19 Travel Expenses for Other Instructional Personnel								
2220.2 Consultants Fees & Inservice								
2220.3 Southern Association								
2220.9 Other Contracted Services								
2230 Supplies for Instruction								
2230.10 Teaching Supplies								
2230.8 Vocational Supplies								
2230.9 Other Supplies for Instruction								
2241 Textbooks								
2241.1 Textbooks Purchased								
2241.2 Bind. & Repair of Textbooks								
2242 School Lib. & A.V. Materials								
2242.1 School Library Books								
2242.2 Periodicals and Newspapers								
2242.3 Audio-Visual Materials								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
2242.9 Other School Lib. Expenses								
2243.9 Other Materials for Instruction								
2245 Driver Education Projects								
2250 Vocational Handicapped Projects								
2252 Career Model (S.P.I.C.E.)								
2253.4 Special Education (Weldon Bill)								
2290.9 Miscell. Instructional Expen.								
22_ _._ _								
22_ _._ _								
22_ _._ _								
2200 TOTAL EXPENDITURES FOR INSTRUCTION								
ATTENDANCE SERVICES (2300 series)								
2310 Salaries for Attend. Services								
2310.1 Attendance Personnel								
2310.9 Other Salaries for Attendance Services								
2320 Contracted Services								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
2320.1 Travel Expenses of Attendance Personnel								
2320.9 Other Contracted Services								
2330 Supplies								
2330.1 Office Supplies & Forms								
2330.2 Supplies for Operation of Vehicles & Equipment								
2390 Other Expenditures for Attendance Services								
2390.9 Miscell. Expen. for Att. Serv.								
23_ _._ _								
23_ _._ _								
23_ _._ _								
2300 TOTAL EXPEND. FOR ATTEND. SERVICE								
HEALTH SERVICES (2400 series)								
2410 Salaries for Health Services								
2410.1 Prof. & Tech. Health Personnel								
2410.2 Non-Prof. Health Personnel								
2420 Contracted Services								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
2420.1 Travel"Expens. Health Service								
2420.9 Other Contracted Services								
2430 Supplies for Health Services								
2430.1 Medical & Surgical Supplies								
2430.9 Other Supplies for Health Ser.								
2440 Materials for Health Service								
2490 Other Expend. for Health Ser.								
2490.9 Miscell. Health Ser. Expenses								
24_ _._ _								
24_ _._ _								
24_ _._ _								
2400 TOTAL EXPEND. FOR HEALTH SERVICE								
PUPIL TRANSPORTATION SERVICES (2500 series)								
2510 Salaries for Pupil Transport.								
2510.1 Supervisors								
2510.2 Bus Drivers								

	2510.3 Mechanics & Other Garage Employees	2510.4 Clerks & Other Employees	2520 Contracted Services & Public Carriers	2520.1 Contracts with Vehicle Owners for Pupil Transport	2520.2 Contracts with Public Carriers for Pupil Transport.	2520.3 Repair & Maintenance of Vehicles by Private Garages	2520.4 Repairs to Garage & Garage Equip.-outside Agencies	2520.5 Utilities	2520.8 Telephone & Telegraph	2530 Supplies for Operation & Maintenance	2530.1 Gasolines & Lubricants	2530.2 Tires & Tubes	2530.3 Repair Parts for Vehicles	2530.4 Repair Parts for Garage Equip.	2530.5 Supplies for Garage Equipment	2530.9 Other Supplies for Operation & Maintenance
Knox County																
Farragut District																
Farragut High School Building Level																
Farragut Middle School Building Level																
Farragut Primary School Building Level																
Cedar Bluff Middle School Building Level																
Cedar Bluff Primary School Building Level																

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level		
2550 Fixed Charges for Pupil Trans.									
2550.1 Rent									
2550.2 Insurance on Vehicles									
2550.3 Ins. on Build. & Equipment									
2550.4 Liability Insurance									
2580 Replacement of Fixed Assets for Pupil Transport.									
2580.1 Replacement of Vehicles									
2580.2 Replacement of Garage Equipment									
2590 Other Expenses for Pupil Transportation Services									
2590.9 Miscell. Expens. for Pupil Trans.									
25_ _._ _									
25_ _._ _									
25_ _._ _									
2500 TOTAL EXPENS. FOR PUP. TRANSPORT.									
OPERATION OF PLANT (2600 series)									
2610 Salaries for Operation Plant									

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
2610.1 Plant Engineers								
2610.2 Custodial Services								
2610.3 Care of Grounds								
2610.4 Security Personnel								
2610.9 Other Salaries for Plant Operation								
2620 Contracted Services for Plant Operation								
2620.10 Utilities (Except Heat For Building)								
2620.11 Water & Sewage Charges								
2620.12 Electric Light & Power								
2620.8 Telephone & Telegraph								
2620.9 Other Contracted Services for Plant Operation								
2630 Supplies for Plant Operation								
2630.1 Heat for Building								
2630.2 Custodial Supplies								
2630.3 Supplies for Operation of Vehicles								
2630.4 Suplies for Care of Grounds								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
2630.9 Other Supplies for Plant Operation								
2690 Other Expenses for Operation of Plant								
2690.9 Miscell. Expen. for Op. of Pl.								
26_ _._ _								
26_ _._ _								
26_ _._ _								
2600 TOTAL EXPEND. FOR OPER. OF PLANT								
MAINTENANCE OF PLANT (2700 Series)								
2710 Salaries of Main. of Plant								
2710.1 Salaries for Upkeep of Grounds								
2710.2 Salaries for Repair of Bldg.								
2710.3 Salaries for Repair of Equip.								
2710.4 Salaries for Plant Supervisor								
2720 Contracted Services for Maintenance of Plant								
2720.1 Grounds								
2720.2 Buildings								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
2720.3 Repair of Equipment								
2720.8 Telephone & Telegraph								
2730 Supplies for the Maintenance of Plant								
2740 Materials & Repair Parts for Plant Maintenance								
2780 Replacement of Equipment								
2780.1 Replacement of Instructional Equipment								
2780.2 Replacement of Non-Instructional Equipment								
2780.3 Audio-Visual Equipment								
2790 Other Expenses for Plant Maintenance								
27_ _._ _								
27_ _._ _								
27_ _._ _								
2700 TOTAL EXPEND. FOR MAINT. PLANT								
FIXED CHARGES (2800 series)								
2851 Contributions to Employee Retirement								
2851.1 Society Security Charges								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Buildiyg Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
2851.21 Contributions to Social Security System								
2851.22 Social Security Handling Charges								
2851.3 Pension Payments								
2851.4 Contribution to State Retirement Fund								
2852 Insurance on Bldg. Equipment								
2852.1 Insurance on Buildings								
2852.2 Insurance on Building Contents & Equipment								
2852.3 Liability Insurance								
2852.4 Workman's Compensation Ins.								
2852.5 Boiler Insurance								
2853 Premium on Fidelity Bonds								
2854 Jundgements								
2855 Rentals on Land & Buildings								
2856 Interest on Revenue-Anticipation Notes								
2859 Other Fixed Charges								
28_ _._ _								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
28_ _._ _								
28_ _._ _								
2800 TOTAL FIXED CHARGES								
FOOD SERVICES (2900 series)								
2910 Salaries for Food Services (not reimbursed)								
2910.1 Salary of Supervisor								
2910.9 Other Salaries for Food Services								
2920 Contracted Services (Not Reimbursed)								
2920.1 Travel of Supervisor								
2920.2 Hauling Commodities								
2920.4 State Matching Funds								
2920.9 Other Contracted Services								
2930 Supplies for Food Services (Not Reimbursed)								
2930.1 Fuel for Cooking								
2930.9 Other Supplies for Food Services								
2990 Other Food Service Expenses (Not Reimbursed)								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
29_ _._ _								
29_ _._ _								
29_ _._ _								
2900 TOTAL EXPEND. FOR FOOD SERVICES								
STUDENT-BODY ACTIVITIES (3000 series)								
3010 Salaries for S.-B. Activities								
3020 Contracted Services								
3030 Supplies								
3040 Materials								
3050 Fixed Charges								
3090 Other Expend. for Student-Body Activities								
30_ _._ _								
30_ _._ _								
30_ _._ _								
3000 TOTAL EXPEND. FOR S.-B. ACT.								
COMMUNITY SERVICES (3100 series)								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
3110 Salaries for Community Services								
3120 Contracted Services								
3130 Supplies								
3140 Materials								
3150 Fixed Charges								
3170 Capital Outlay								
3180 Replacement of Fixed Assest								
3190 Other Expenses of Community Services								
31_ _._ _								
31_ _._ _								
31_ _._ _								
3100 TOTAL EXPEND. FOR COMM. SERVICES								
CAPITAL OUTLAY (3200 series)								
3271 Sites								
3271.1 Profess. Services for Sites								
3271.2 Site Acquisition								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
3271.3 Site Development								
3271.32 Driver Education (State)								
3272 Buildings								
372.1 Professional Services for Buildings								
372.2 New Buildings & Building Additions								
372.3 Remodeling of Buildings								
3272.4 Renovation of Buildings								
3273 Equipment								
3273.1 Professional Services for Equipment								
3273.2 Equipment for Administration								
3273.3 Equipment for Instruction								
3273.31 Regular Instruction Equipment								
3273.34 Technical Education Program Equipment								
3273.36 Kindergarten								
3273.4 Equipt. for Attendance & Health Services								
3273.5 Equipment for Pupil Transportation								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
3273.6 Equipment for Operation of Plant								
3273.7 Equipment for the Maintenance of Plant								
3273.8 Equipt. for Food Service and Student-Body Activities								
3273.9 Other Equipment								
3274 Profess. Ser. for Sale of Bond								
32_ _._ _								
32_ _._ _								
32_ _._ _								
3200 TOTAL EXPEND. FOR CAPITAL OUTLAY								
DEBT SERVICE FROM CURRENT FUNDS (3300 series)								
3361 Principal on Debt								
3361.1 Principal on Bonds								
3361.2 Principal on Long-Term Notes								
3362 Interest on Debt								
3362.1 Interest on Bonds								
3362.2 Interest on Long-Term Notes								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
3363 Amts. Pd. into Sinking Funds for Bonds & Interest								
3369 Other Debt Service from Current Funds								
3369.1 Bank Service Charges								
33_ _._ _								
33_ _._ _								
33_ _._ _								
3300 TOTAL DEBT SER. FM. CURRENT FUNDS								
OUTGOING TRANSFER ACCOUNTS (3400 series)								
3491 Expenditures to Other School Systems in Tennessee								
3491.1 Tuition								
3491.2 Transportation								
3491.9 Miscellaneous								
3492 Expenditures to Other School Systems in Other States								
3492.1 Tuition								
3492.2 Transportation								
3492.9 Miscellaneous								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
3499 Tuition to Other Than Pub. Sch.								
34_ _._ _								
34_ _._ _								
34_ _._ _								
3400 TOTAL OUTGOING TRANSFER ACCOUNTS								
ADULT EDUCATION (3500 series)								
3510 Salaries for Adult Education								
3520 Contracted Services for Adult Education								
3530 Supplies for Adult Education								
3540 Materials for Adult Education								
3550 Fixed Charges for Adult Education								
3570 Capital Outlay Expenses for Adult Education								
3590 Other Expenses for Adult Ed.								
35_ _._ _								
35_ _._ _								
35_ _._ _								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level	
3500 TOTAL EXPEND. FOR ADULT EDUCATION								
CLEARING ACCOUNTS (3600-4100 series)								
3600 Current Loans-Tax Anticipation Notes								
36__.__								
36__.__								
36__.__								
3700 Food Service Program								
3710 Salaries from Cafeterias								
3750 Social Security from Cafeterias								
3751 Witholding from Cafeterias								
3752 Transportation Funds from School Cafeterias								
37__.__								
37__.__								
37__.__								
3800 Milk Program								
38__.__								

	Knox County	Farragut District	Farragut High School Building Level	Farragut Middle School Building Level	Farragut Primary School Building Level	Cedar Bluff Middle School Building Level	Cedar Bluff Primary School Building Level		
38_ _._ _									
38_ _._ _									
3900 Student Body Activities									
3920 Material for Resale									
39_ _._ _									
39_ _._ _									
39_ _._ _									
4000 Insurance Adjustments									
4090 Other Miscellaneous Clearing Accounts (Refunds)									
40_ _._ _									
40_ _._ _									
40_ _._ _									
4100 TOTAL CLEARING ACCOUNTS									

APPENDIX D

VOTER OPINIONAIRE
AND
COVER LETTER

(Developed by Jerry Kondwros)

235

DEPARTMENT OF PUBLIC INSTRUCTION
KNOX COUNTY
MILDRED E. DOYLE, SUPERINTENDENT
400 W. HILL AVENUE
KNOXVILLE, TENNESSEE 37902

November 7, 1974

As you may know, the Knox County School System is presently trying out an Extended School Year Program in the Farragut-Cedar Bluff area. In general the Extended School Year (ESY) involves a 12-month operation of the schools, with the year divided into five terms of 45 days each (or five quinmesters). The student may select the 4 quinmesters which he or she wishes to attend.

This opinionnaire is an effort to find out how you feel about the Extended School Year in general and to ask your advice about such a program. The opinionnaire is being sent to a random sample of the adults in two Knox County voting precincts. Some of your neighbors may receive the same opinionnaire, others may not.

Before we ask for your opinions, please help us by first filling in some biographic information. NO NAMES PLEASE. While each questionnaire is numbered so that we can send a reminder to those who do not respond, all responses will be held confidential. The responses are being compiled by the University of Tennessee Bureau of Educational Research and Service.

Thanks for your cooperation!

Sincerely,

Mildred E. Doyle

Mildred E. Doyle
Superintendent

MED:mjg

Enclosure

Card
Columns

(1-2) Form 1 0
(3-5) I.D. ___

A SURVEY OF COMMUNITY ATTITUDES
ABOUT
THE EXTENDED SCHOOL YEAR

I
BIOGRAPHIC INFORMATION

(6) A. Your Sex

1. ☐ Male
2. ☐ Female

(7) B. Age

1. ☐ 18-32 years old
2. ☐ 33-47 years old
3. ☐ 48-62 years old
4. ☐ 63 and over

(8) C. Do you have a child (children) in Knox County Schools?

1. ☐ Yes
2. ☐ No

(9-11) D. If your answer to question C is yes; what grade(s)?

1. ☐ Grades K-4
2. ☐ Grades 5-8
3. ☐ Grades 9-12

(12-16) E. If yes to question C, what school(s)?

1. ☐ Farragut Schools
2. ☐ Cedar Bluff Schools
3. ☐ Ball Camp Schools
4. ☐ Halls Schools
5. ☐ Other (specify) ____________________

(17-23) F. My major source of information about the Extended School Year Program has been:
(More than one may be marked.)

1. ☐ Community/P.T.A. meetings
2. ☐ Television/Radio programs
3. ☐ Brochures/Pamphlets
4. ☐ Daily Newspapers
5. ☐ Weekly Newspapers
6. ☐ Other Adults
7. ☐ From Children

II

The following items all relate in some way to the Extended School Year Project taking place in Knox County. Please choose the answer which most clearly expresses how you feel about each statement.

For each statement four possible responses are given, the numbers and letters stand for:

1 = SA: Strongly Agree
2 = A: Agree
3 = D: Disagree
4 = SD: Strongly Disagree

Please put an [X] in the box that best expresses your feelings about each statement and mark all items.

Card Columns			1 SA	2 A	3 D	4 SD
(24)	A.	I have received enough information to know what the Extended School Year is about.	[ ]	[ ]	[ ]	[ ]
(25)	B.	The Extended School Year can improve education in Knox County.	[ ]	[ ]	[ ]	[ ]
(26)	C.	The Extended School Year Program should be offered to other parts of the county.	[ ]	[ ]	[ ]	[ ]
(27)	D.	Families should be allowed to select the season they desire for vacation and not depend on the usual summer school vacation period.	[ ]	[ ]	[ ]	[ ]
(28)	E.	While the Extended School Year may not reduce educational costs, it can provide for greater use of school buildings and relieve overcrowded schools.	[ ]	[ ]	[ ]	[ ]
(29)	F.	I have received as much information about the courses of study in the Extended School Year as I need to know.	[ ]	[ ]	[ ]	[ ]
(30)	G.	Every high school student should have the opportunity to select or choose several courses which are of interest to him or her.	[ ]	[ ]	[ ]	[ ]

Card Columns			1 SA	2 A	3 D	4 SD
(31)	H.	An elementary student who works with two or more teachers in a team has more advantages than if he or she worked with only one teacher per year.	☐	☐	☐	☐
(32)	I.	Schools can be organized so children can return from vacations at different times without causing them special problems or hardships.	☐	☐	☐	☐
(33)	J.	The Knox County Schools are providing students with the kind of educational experiences that they need.	☐	☐	☐	☐

III

What are some things you really like about Knox County Schools?

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Thinking about the entire pblic school system, what are some things you don't like about Knox County Public Schools?

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